

THE SOUTHERN ASSOCIATION QUARTERLY

Volume VII

NOVEMBER, 1943

Number 4

Third General Report

on

Work Conferences on Higher Education

Directed by

THE COMMITTEE ON WORK CONFERENCES

of the

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
1942-1943

The participants in the Second Work Conference on Higher Education recommended that "The Committee on Work Conferences should maintain a central office for promoting, assisting, and coordinating individual and institutional studies between this and the next Conference" (*Report*, p. 80*). The Committee accepted this recommendation and presents the following report on work accomplished and in progress.

The program for 1943-44 (Part One) was formulated by the Committee with the cooperation of the Director and the Executive Secretary. The report of the Executive Committee for 1942-43 (Part Two) was accepted for publication by the Committee. The two are presented as its Third General Report by

THE COMMITTEE ON WORK CONFERENCES

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* SOUTHERN ASSOCIATION QUARTERLY, Volume VI, p. 536 (November, 1942).

Part I

Program of the Committee on Work Conferences on Higher Education 1943-1944

The Committee on Work Conferences in session in Asheville, North Carolina, August 30-September 2, 1943, adopted the following program for the continuation of the Work Conferences on Higher Education during 1943-44:

I. In order to carry forward this work, the Committee continued its present organization consisting of Dean K. J. Hoke, Chairman; Professor E. W. Knight, Secretary; Chancellor O. C. Carmichael, Director; Professor Roscoe E. Parker, Executive Secretary. The Committee also appointed Messrs. Hoke, Carmichael, and Parker as its Executive Committee.

The Committee requests that all correspondence be addressed to its Executive Secretary, Professor Roscoe E. Parker, University of Tennessee, Knoxville 16, Tennessee.

The Committee approved a budget of \$2,400.00 for the period beginning September 1, 1943, and ending June 30, 1944.

II. The Committee proposes to continue to encourage and to collect information concerning the studies already inaugurated in the cooperating institutions, to collect and disseminate through a monthly bulletin information regarding studies in progress and pertinent bibliographical information, and to publish another general report during 1943-44 on the results of the work.

III. The Committee also proposes to undertake the following projects:
It will gather material on special studies in progress in the fields of liberal and general education, such as the forthcoming report of the President's Committee on Post-War Education, for distribution to institutions.

It will encourage institutions to take the initiative in carrying on certain intensive studies in the various areas of liberal education, such as the Vanderbilt study in the humanities. The Committee hopes that other institutions will develop similar programs in the social studies and in the natural sciences, and it stands ready to cooperate with such institutions in these undertakings and investigations in other aspects of liberal education.

It instructed the Executive Secretary to survey through institutional coordinators programs already in progress or contemplated which aim to carry college instruction beyond the campus into the community, to encourage such efforts, and to report on the results of this survey.

IV. The Committee considered and expressed some concern lest the Federal Government, through its military establishments or other agencies, might wish to prescribe too largely the nature of any post-war educational program which may be financed by the Federal Government. It urged various institutional committees to make careful study of the report of the President's Committee on Post-War Education when it appears and of other pronouncements respecting post-war planning and education.

The Executive Secretary will attempt to keep institutions informed concerning pertinent materials on post-war education as they become available.

V. The Committee gave full consideration to plans for putting in permanent form the results of efforts stimulated by the Work Conference beginning in 1941, and approved the plan suggested by the Executive Committee in 1942. This plan, in brief, is as follows:

"It may be wise to hold the next general conference after the various cooperating institutions have had time to give careful study to the reports of the two Conferences already completed, possibly in 1944. This would give an opportunity for the various institutions to make considerable progress in their studies. It would also give them an opportunity to prepare reports on such activities for submission to the members of the next conference. Such a future conference might be supported by the cooperating institutions to an even greater extent than the Second Conference. It might also, because of more complete and effective cooperation among institutions and educational organizations, result in a more ample report of educational activities in the South than has heretofore been issued. Such a report might embody the findings of the member institutions of the Southern Association with regard to the various problems dealt with in the Work Conferences and cooperating institutions and might constitute a definite contribution to educational thought and practice. It is hoped that the adoption of such a long range plan may stimulate a more active and widespread participation of institutions and individuals in campus studies before the next conference." (See Bulletin No. I, Fourth Series.)

Following the final Work Conference under the present subsidy, which will probably be held in 1944 or 1945, a special committee should be appointed to bring together and put in permanent form the results of all studies made, both in the Work Conferences and in the institutions. The Committee believes that as a result of these studies made over a period of three or four years there should emerge definite suggestions for the improvement of the entire program of higher education in the South and that there should also emerge a better understanding of the contribution of the institutions of high learning to modern times and conditions of living.

VI. The Committee recognized that it will not be easy in these difficult times for faculties to continue to concentrate on studies of normal peace-time problems. It thought, however, that the need was never greater and that, unless such studies prepare for the new demands that will be made on higher education after the war, there will be danger not only that the colleges and universities will miss a great opportunity but that their effectiveness will be impaired for a long time to come. The Committee, therefore, urges the faculties of all Southern institutions to carry on with redoubled energy the studies begun in the Conferences of 1941 and 1942, expanding their efforts to cover fields not hitherto developed.

The Work Conference plan has provided for a study of its program of higher education by an entire region. This unique opportunity carries with it heavy responsibility. If permanent and lasting values do not result from all the studies undertaken, a great opportunity presented to higher education in the South will have been missed. Full advantage of this opportunity can be secured only if institutions, through their faculties and administrative officers, put forth every effort possible in carrying forward this Work Conference program.

Part II

Report of the Executive Committee of the Committee on Work Conferences 1942-1943

I. Activities

The Committee on Work Conferences provided on August 15, 1942, for the continuation of cooperative studies in higher education during 1942-43. For this purpose it continued the organization which was set up for the Second Work Conference: Chancellor O. C. Carmichael, Director; Dean K. J. Hoke, Chairman of the Committee on Work Conferences; Professor Roscoe E. Parker, Executive Secretary. These constitute the Executive Committee responsible for the continuation of the cooperative studies.

The Committee adopted a budget of \$2,750.00 for 1942-43. Total expenditures have amounted to \$1,907.17, leaving a budget balance for the year of \$842.83.

The activities of the Executive Committee, working primarily through its central office, have been directed toward immediate assistance to cooperating agencies and the long range development of study and improvement programs in higher education. The following specific examples are cited as types of services rendered:

1. Publication in the SOUTHERN ASSOCIATION QUARTERLY of the "General Report on the Second Work Conference on Higher Education," of which 4,000 pre-prints were purchased at a cost of \$678.61. One thousand nine hundred and seven copies have been sold for \$392.29, of which \$383.93 has been collected and deposited with the treasurer of the Association to the credit of the Committee on Work Conferences.

2. Free distribution of copies of the *Report* to the presidents and deans of colleges of liberal arts of all member institutions of higher education in the Association, to participants in the Work Conference, and to institutional coordinators.

3. Assistance and encouragement to cooperating institutions in the organization and conduct of institutional conferences and other improvement programs. Financial assistance amounting to \$175.00 has been granted two institutions for this purpose: Huntingdon College (\$75.00) and the College of William and Mary (\$100.00). Other institutions which have reported similar conferences are: Mary Baldwin College, Mississippi Southern College, Southwestern, and Virginia Intermont.

4. Assistance, coordination, and encouragement of individual and institutional study programs and of cooperative consideration of problems of higher education by established educational organizations. There are now (June, 1943) 105 institutional coordinators and 116 working committees cooperating in carrying on studies in higher education. Work conference activities were presented to all Commissions and to the general meeting of the Southern Association at meetings held in Memphis in December, 1942. In addition, three state college associations (Alabama, Louisiana, and North Carolina) have reported similar programs. The Executive Secre-

tary has also kept in close contact with other organizations, including the Southern Association of Graduate Deans, the Southern States Work Conference on School Administrative Problems, the Committee on the Preparation of High School Teachers in Colleges of Liberal Arts of the North Central Association (Professor Russell M. Cooper), and the Cooperative Study in General Education (Dr. Ralph W. Ogan).

5. Publication and free distribution to presidents of all member institutions, to participants in the Work Conferences, and to all institutional coordinators of nine issues of the Work Conference *Bulletin*, Fourth Series, a total of thirty-six pages of mimeographed material containing information about Work Conference activities, bibliographical materials, and announcements. The following statements are typical of many received during the year:

"In spite of the added burdens devolving upon the faculty as a result of the War, it is believed that the study has had the advantage of broadening the perspective of the college and of the men who have been engaged in making the study. The response has been generous and constructive."

"Thanks for Bulletin No. II, Fourth Series, on the Work Conference on Higher Education. I have read its pages with a great deal of interest, particularly that portion which deals with a statement by Professor Rice and Professor Jones. Certainly we should do something to preserve the liberal arts college."

"I was interested in the statement of the re-education of teachers, as we are trying that as hard as we can. It occurs to me that we may learn a great deal from this."

"I have your Bulletin V, Series 4, February, 1943, and I have read it with a great deal of interest. I wish every college teacher . . . could read this bulletin . . . I want to give a copy to every member of our faculty . . . you have called attention to a very vital point."

"Bulletin Number I, Fourth Series, arrived last week, and I have read it with great interest. You are good to send us the news in this way, and I assure you that . . . I shall work this year to make the Conference as valuable as possible to all of us."

II. Reports

One hundred sixteen working committees have been reported by coordinators in one hundred five cooperating institutions. Some of these committees are carrying forward studies in higher education which all institutions normally undertake, either in theory or in practice. In every case reported, however, these committees have studied and utilized the Work Conference reports and the bulletins issued by the Committee.

Some of the institutional committees have, for one reason or another, failed to report the results of their work to date. Many of these are preparing progress reports to be submitted later. A few are too busy to do anything "until after the war." Twenty-eight have filed with the Executive Secretary progress reports or final committee reports. These may be classified as follows:

Institutional conference reports, 6

Summary committee reports, 16

Complete (to date) committee reports, 6

Some of these reports have been summarized in the *Bulletin*. Others are too long to summarize in this report, even if it were appropriate or desirable to do so. Only such information about them will be given, therefore, as will indicate their general nature, the reactions of those most concerned, and their implications.

A

Six cooperating institutions have held faculty work conferences based upon or suggested by the General Work Conferences on Higher Education. Two of these were concerned with library problems and four with the improvement of instruction. Consultants employed for the study of library problems were Messrs. A. F. Kuhlman of the Joint University Libraries, Nashville, and Charles B. Shaw, Swarthmore College. Those assisting in the study of plans for improving instruction were Messrs. Philip Davidson of Vanderbilt, Hollis of Columbia, and Jobe and Patterson of the Mississippi State Department of Education.

Typical reactions to these conferences from the institutions concerned are quoted:

1. "I feel that the effort was entirely justified and hope that we may have other Work Conferences in years to come. Perhaps other institutions will be interested in arranging for similar meetings."
2. "Everyone here felt that this was a most successful experience, and we plan to repeat it next fall and perhaps invite another outside person to lead the discussion."
3. "It seems to be the universal opinion here that Dean Davidson's conference with us has afforded both an extraordinarily fruitful group of ideas and a genuine impulsion and stimulus, the full effect of which is growing rather than diminishing with the passing months."
4. "After the close of the session of 1942-43, a check has been made on the results of some of the practices carried on for the improvement of instruction by various division heads and professors, and it has been found that the percentage of failures dropped considerably when compared to previous years. All faculty members now agree that the three-day Workshop on the Improvement of Instruction just previous to the opening of the regular session in September, 1942-43, was one of the best educational conferences ever to be held on the Mississippi Southern College campus. Plans are now under way to have such a conference just previous to the opening of the 1943-44 session."

B

Summary reports have been received from sixteen cooperating institutions. In most instances, these summary reports have been submitted as progress reports, pending the preparation of final reports by individuals or institutional committees.

Some of the reports merely give titles of committees and names of committee chairmen; others give programs of discussion held during the year. Still others summarize actions taken. All indicate that the faculties of the institutions reporting have been giving serious consideration to their educational problems.

The following excerpts from several of these summary reports are typical:

1. "A committee of fifteen members appointed by the President of the University has worked during most of the year on an administrative reorganization for the University involving a separation of legislative and executive functions and providing for a new faculty body of fifty-six members. This plan was recently approved by the Board of Trustees. On the Committee of Fifteen was each of the four members who have attended either one or both of the summer work conferences.

"We have had another committee which has been working for some time on a reorganization with a view to more effective work in the first two years

of the University. The recommendations of this committee are expected to cover the possibilities of the establishment of a lower division college.

"While neither of these projects grew directly out of the work conferences, they do represent the efforts of the University to try to accomplish some of the purposes for which the work conferences were organized."

2. "A brief summary of what we have done so far is as follows:

"a. As a reward for special attainment in scholarship, a special day has been set aside to honor those on the Dean's List.

"b. Plans are being worked out whereby prospective teachers may take a mixed major in four broad fields: Physical Science, Modern Language, Social Science, and Humanities.

"c. A course in Contemporary Civilization required of all who are history majors is to be included when conditions are more settled. This course will emphasize the Oriental and British Commonwealth influences on America.

"d. A plan has been formulated whereby each freshman will be assigned to a faculty adviser who will assist in the planning of the whole college course and who will have on file at all times all the available records of progress that the student has made.

"e. Extracurricular activities are to be more rigidly checked in the future so that students may be relieved of the embarrassment of having to accept too many outside activities at the sad cost of failure to pass academic subjects creditably.

"f. The faculty have agreed to check the use their students make of the library and to work out plans whereby greater use may be made of the library in their courses.

"There is still much to be done, and all that has been adopted by the faculty cannot be immediately put into practice until after the war, since the facilities of the College are at present to be pretty well taken up by the United States Navy in a special training program."

3. "Following are listed some of the most important ideas discussed:

"a. A talk on 'The Liberal Arts College in Relation to the War Activities of the University.' The discussion revolved around these points:

"(1) The philosophy of Liberal Arts education.

"(2) Our present situation in the war effort.

"(3) What we're doing in the war effort.

"(4) What we're going to do in the war effort.

"b. A discussion on the subject of 'Faculty Services.'

"c. A report of a committee on 'Evaluation of Faculty Services.'

"Discussion hinged around:

"(1) The use of evaluation plans.

"(2) Samples of evaluation plans in use or proposed for use.

"(3) Method of evaluation at various colleges.

"d. Discussion of 'Liberal Arts Education.' A consideration of *Bulletin No. IV, Fourth Series, Work Conferences on Higher Education*. The necessity for critical examination of the Liberal Arts program and student needs was discussed at length.

"e. A report on a questionnaire sent out to alumni by a committee studying the purpose and philosophy of Liberal Arts.

"f. 'Training and Placement of Liberal Arts Students.'

Problems involved in the discussion included:

"(1) Needs of Liberal Arts graduates.

"(2) Need for a liaison officer in establishing contacts for Liberal Arts graduates as is done by many Engineering colleges.

"(3) Need for a central committee to study the many phases of the whole problem including curricula, departmental offerings, interdepartmental cooperation, educational advisory system, and placement of graduates.

"g. 'Liberal Arts Problems.' The discussion revolved around these ideas:

"(1) The role of the College of Liberal Arts as a service college to the students of the other Colleges in the University.

"(2) World demand for technically trained students.

"(3) Proper guidance for Liberal Arts students during their college days and after graduation.

"(4) Need for basic information concerning:

"(a) Kinds of jobs available to graduates—private or governmental.

"(b) Number of employees in each category, and chance for advancement.

"(c) Minimum and maximum salaries.

"(d) Educational prerequisites.

"(5) Need for a guidance bibliography for each department in its own field listing opportunities for Liberal Arts students.

"(6) Rebuilding of advisory system."

4. "The survey of grades, which was begun last year by a group studying the First Sewanee Conference report, was continued and completed. Last year's group dealt with the grades of various classes. They ascertained (1) the class credit ratio of the class of 1941 during the four years of its college course, (2) the class credit ratios of the four classes in college in the year 1940-41, and made (3) a comparison of grades in large classes (fifty or more students) with grades in small classes (twelve students or less) over the five-year period of 1936-41.

"This year a Committee on Grade Study was appointed 'to make a survey of grades by departments, and to study the letter grade interpretation in the hope of bringing about greater uniformity in grading.' The committee compiled and distributed to the faculty nine tables, showing (1) the percentage distribution of all final grades in all courses for 1937-42, (2) the percentage distribution by departments of all final grades in all courses for the same period, and (3) the percentage distribution of all final grades for 1941-42 in Grade I, II, III (Freshman, Sophomore, Junior and Senior) courses. . . .

"The faculty was asked to fill out a questionnaire regarding individual interpretation of the letter grades, the factors considered in giving a grade, and suggestions for improvement. The committee made and presented to the faculty a summary of the answers received.

"This survey of grades gave to every member of the faculty a clear picture of the distribution of grades within the whole college and within each department and a means of comparing the distribution of his or her own grades with that of the rest of the faculty.

"At a meeting of the faculty, called to discuss the intellectual life of the students and the faculty, interest was expressed in faculty rating scales, which were a topic of discussion at one of the group meetings of the 1942 Sewanee Conference. A committee of the faculty formulated a scale which was a modified form of the Purdue rating scale."

5. "The part of the *Report* which has resulted in action here has been that relative to the improvement of teaching. Several departments have taken definite steps to improve the teaching of their staffs. My own department (English) has had several meetings devoted to the subject at which we have had prepared programs as well as round table discussions. Some departments, including my own, have used this year the Purdue Rating Scale for Instructors as an aid in the improvement of teaching.

"More or less as a result of our study of the General Report, our faculty has been considering recently the advisability of using comprehensive examinations, but we have not reached a conclusion as yet."

6. "Participation in the program has been voluntary, but almost all of the faculty members of the institution have participated actively in some phase of the work. According to the wishes of faculty members, the program was divided into two divisions. One division based its study on the suggestions and outlines furnished in the General Report on the Second Work Conference on Higher Education. The second group chose the topic 'Teacher Education Objectives.' These objectives, save three added by the faculty, are those recently proposed by the American Association of Teachers Colleges. These topics deal with, first, certain materials treated in the Second Work Conference, and second, with teaching materials tending to realize the objectives of teacher education as set forth in the American Association of Teachers Colleges report."

C

Six cooperating institutions have submitted fairly complete reports of the work to date of sixteen committees. A brief analysis of these reports will indicate their scope and contents.

Three of these committees studied ways and means of improving instruction in their institutions. A partial restatement of the objectives of instruction as stated in the 1941 *Report* (p. 15) was made by one of these committees:

"If it is accepted that attainment of mental and physical health, social adjustment, and emotional stability is fundamentally necessary, then the objectives of instruction are as follows:

- "1. To acquire a relatively large amount of information and skill (physical and mental) and to further such attainment by developing habits of sustained and intellectual effort;
- "2. To develop clearness and accuracy of thought and expression;
- "3. To develop intellectual independence and initiative together with the ability to form sound judgments;
- "4. To establish fundamental interests which would result in continuous intellectual curiosity and activity, and respect for the intellectual way of life;

- "5. To inculcate a sense of social responsibility based upon a sound conception of human values;
- "6. To develop aesthetic, moral, and spiritual standards and values, thereby permanently elevating and enriching life."

This committee is also considering making provision for superior students, improvement of oral and written communication, and more adequate utilization of library facilities.

Another committee discussed "the need of greater emphasis on sense perception in general as a means of improved instruction." This committee "agreed that the outline of every course . . . should be accompanied by a statement of the instructor telling what visual and auditory equipment is necessary to vitalize the course. . . . In general, a tendency towards sense perception, towards the concrete, towards the aesthetic form, should counterbalance the tendency of the abstract and intellectual."

A third committee summarized its work as follows:

"Among the problems that we have under consideration are the evaluation of instruction, teaching load, the feasibility of the principle of indoctrination of students in democratic ideals, and the development in the student of sustained intellectual initiative. We have discussed at length and are planning to make a restatement concerning our general objectives with regard to curriculum and guidance, the inter-relationship of departments and divisions, a community program, cooperation of library and faculty, research, and sabbatical leaves."

Problems of curriculum improvement were considered by four committees which submitted progress reports. One committee decided that all students should have a basic course in the history of civilization, that they should learn about current events in a weekly convocation, that electives should be chosen outside the student's major field of study, and that the following additions should be made to the list of "Aims of Education as a Means of Developing the Individual Member of Society" (1941 *Report*, pp. 20-21):

- "To make progress toward health of self and community: to acquire a knowledge of the general personal and community health principles and to develop a feeling of responsibility in regard to maintaining and promoting these in home and community living;
- "To learn to enjoy beauty in his environment, and to develop responsibility for adding and maintaining beauty in home and community;
- "To develop judgment and skill in the ability to select and use personal and family resources of money, time, energy, and materials;
- "To make progress toward establishing a happy, satisfying, and socially constructive family life;
- "To learn to observe the amenities of social behavior."

The same committee proposed the following additions to "Some Guiding Principles of Curricular Organization" (1942 *Report*, p. 24):

- "It appears that the selection of objectives of professional training may well be chosen from specific occupations as they are now performed. These may be derived by the combined judgments of experts in action as to the knowledge, skills, attitudes and habits of action which should be perpetuated. The method used should be sufficiently adaptable to take account of new developments.
- "Successful curricular activity assumes adequate guidance to encourage students to prepare for professions who have potentialities for success in that field and can be placed.

"Special recognition should be given to the development of a code of ethics acceptable to the chosen occupation."

A second committee made recommendations concerning beginning programs and admission requirements. It recommended for admission that "if a student of marked ability in one field lacks units in another required field, she should still be eligible for admission." The work of committees in this institution "may be summarized briefly as follows:

- "1. Introduction of an interdivisional major in American studies. The end in view is to coordinate the offerings of several departments in a unified program of courses about the American scene.
- "2. The development of cooperative courses. One of these is Social Science 10; with emphasis on the interdependence of political, economic, and social processes by analysis of contemporary institutions in their historical setting. This course is given by four members of the faculty of the Social Science. A second cooperative course is Classical Civilization, designed to give the students some understanding of the genius and attainments of the Greeks and Romans in their various fields of cultural activity and to show their influence upon the development of modern civilization. This course is given by three members of the faculty of the Division of the Humanities. For the next session two new cooperative courses are to be introduced. One is called Aesthetic Principles in Contemporary Arts. The theory, techniques and forms in architecture, music, painting, poetry and drama are to be discussed in the light of their philosophical background. This course is offered by seven members of the faculty of the Departments of Art, Music, English and Philosophy. The second is a course in Ibero-American studies, which is designed to investigate the civilization of the other Americas as reflected in important literary works. This course is under the direction of one of the members of the Department of Modern Languages.
- "3. A study of the freshman program. Questionnaires were sent to all members of the faculty teaching freshman courses. An effort was made to obtain a clear picture of the assignments and of the work freshmen are expected to carry. This is part of a study of the achievement of freshmen and of the reliability of test scores in predicting success in college work.
- "4. A study of the grading system. This is following the usual lines of such a study and will be used to see the relation between grades in preparatory schools and those in college, to compare our standards with those of other colleges, and to ascertain the consistency among departments in their grading.
- "5. A group of the faculty met at various times throughout the year to hear reports of professors' research in progress on the campus. Subjects included: 'Bronson Alcott and the "English Reformers",' 'Anti-Federalism in Virginia, c.1780-1788,' 'The Ecology of Bryophytes,' 'Vitamin C.'"

A third committee "favors the fostering of Latin American relations by the teaching of appropriate languages and social studies in college," while a fourth declared:

"Probably the most difficult problem before the committee is, in these days of rapid changes, to clarify the purpose and function of liberal arts education and to adapt the curriculum to them. Reference was made to the 'drifting of modern liberal education,' as evidenced by the fact that the objectives of moral and religious development, liberal education and mental discipline are being

more and more replaced by adjustment to the modern world, training for life's daily needs, etc. The committee was surprised to learn that there is no statement in the catalogue concerning the objectives of the college. To study this problem a special sub-committee has been appointed."

Three committees gave considerable attention to the critical problems of teacher education. One of these submitted a full and valuable report of a "Conference on Intern Teaching" held under the sponsorship of the Commission on Teacher Education of the American Council on Education. "The discussion of these problems was directed toward the specific purpose of developing a guidebook for directing teachers and interns for use throughout the state by all teacher education institutions participating in the internship program." The following policy was adopted concerning the membership of future conferences: "Institutional representation shall always include individuals representing the liberal arts and professional training areas. Public school representatives should always include teachers, supervisors, and administrators."

Closely related to the problems considered in this Conference is the following statement from another committee on teacher education:

"Perhaps the most significant of present-day trends in teacher education is the rapidly expanding practice of providing real experiences for those engaged in student teaching. Recent reports indicate that in the past few years hundreds of teacher-training institutions have made it possible for trainees to work under the same conditions as those for beginning and experienced teachers. It is held by these institutions that one, two, or three hours spent each day in a school, often 'sandwiched' in between classes on the campus, can never give more than the superficial idea of what goes on in a modern school. The conception of teaching and learning which prevails in the high school of today is very different in many respects from that which was held a few years ago. Education on the high school level is a complicated process which, for thorough understanding, requires the total effort of which the student is capable."

The committee recommended that steps be taken looking toward the provision of these "real experiences" for student teachers and toward making "provision that college teachers may have opportunities to observe and participate in the program" in both the elementary and the high school.

The third committee studied the *Second Report* with reference to its own problems in teacher education and noted with particular approval "the idea in respect to the broadening of the area of concentration to include not only sufficient work in a single field to give competence in it but also work in related fields to meet specific needs of students for the work in positions for which they are preparing."

All of the preceding reports are concerned with liberal education, but four other committees have given special attention to it. The following quotations are typical and must suffice:

"Personally, I would like to suggest that the next meeting and at the following meetings of the Work Conference, the topic 'General education: an interpretation of present needs and practices,' could be taken up again and again for discussion. It seems to me that a clarification of the function of the liberal arts college cannot be made adequately unless it is accompanied by a critical analysis of the aims, functions, and methods of our primary and secondary schools. Many of the defects in the educational system of our colleges are to a great part due to the defects in the methods in the primary and secondary schools. We need a re-definition of the aims and methods of our primary and secondary

schools. The time has gone when we can consider as the function of the primary schools the teaching of the three R's, and the function of the secondary school the teaching of commonplace school subjects. The time has gone when the educational problem limited itself to a one-dimensional intellectual outlook. The problem of education is a four-dimensional affair that concerns itself with the physical, intellectual, social, and spiritual training of the individual. We need a greater insistence on the physical training in our primary and secondary schools, a sharper psychological definition of the intellectual training, a wider outlook for the social training, and a tenderer regard for the moral and spiritual training. We need to tie up this fundamental four-dimensional training of our children and of our adolescents in the formative years, with a psychological method of discovering the abilities and the vocational fitness of the individual. In the light of a thorough analysis of our whole educational system we might discover that the tendencies of the liberal arts college which aim to humanize the individual ought to start in the primary school, and ought to continue in the secondary schools and only then would find their bloom and crown in the liberal arts college. The liberal arts college cannot stand by itself. It must stand solidly on the broad basis of the humanizing tendencies of our entire educational system. The liberal arts are fostered because they create balance, harmony, and beauty in the human soul and sensitize the individual to balance, harmony, and beauty.

"This creation of and sensitivity for balance, harmony, and beauty is a problem for our entire national culture. Though my view is not utilitarian in outlook, in the last end I believe it is the most useful to our democratic system because the ideals and reasons that the Work Conference has set out for the aims of liberal arts education, if they are true, ought to be the ideals and reasons for our national culture, and only thus could they prove a bulwark against the disruptive, narrowly utilitarian, narrowly radical tendencies which threaten to mechanize and to de-humanize our society.

"Certainly the broader life-view attained by our students of the liberal arts is much needed as an orienting factor in our badly troubled world. On the other hand, some technical knowledge is needed in order for the factor of orientation to be applicable and to take root in practical affairs. Our technical knowledge and the number of technically trained men have increased emphasis upon the technical subjects with the total or partial disregard of the cultural subjects. If ever in the history of the world a perspective is needed it is now.

"It is true that the results of psychological tests have apparently pointed to the hypothesis that the facts acquired in the study of one field are rarely carried over into another field. However, the supporters of the more technical education should not jump to the conclusion that therefore nothing should be studied except severely practical subjects. There are other things than facts to be gained from the study of the liberal arts subjects. For example, in these same psychological studies it was found that *attitudes* and methods of study which may be acquired by the pursuit of one study may be transferred to another and, in fact, to many other phases of life. Now attitudes are not matters of the intellect but rather matters of the emotions. To a great extent we have overlooked the importance of the emotions in our educational field. We have carefully tried to train the intellects but have relatively neglected the emotions of our students. The liberal arts subjects have not neglected the emotional side as much as the more technical subjects, but even in the liberal arts field there is much to be accomplished along this line. The field of psychology is increasingly becoming aware that the foundation of much of our intellectual life lies in our emo-

tional attitudes. It may even be said that success or failure in life measured by our ability to get along in harmony with our fellow men and with ourselves depends much more upon our emotional attitudes than upon our mere intellectual training, whether it be broad or narrow.

"In summary, it may be said that both the technical and the liberal arts subjects are needed in our colleges but that the liberal arts field should be expanded even further and should become even broader than it is. It must include a constructive training of emotional attitudes and the cultivation of a broader and more penetrating perspective. Only in this way can our real problems of today be worked out."

Four committees reported progress in the study of guidance and personnel problems. All of these began with and commended highly the material so ably and fully presented by Group III in the *Second Report*. Additional materials have been collected in the institutions reporting, and better use of available services is being planned. The work of these committees is still in process of development and probably should not be summarized until it progresses further. The same may be said for the three committees working on evaluation, although reference has already been made in passing to some of their progress reports.

Finally, the following report on the promotion of research appears to be sufficiently important to deserve quotation in full:

"The Committee on Instruction is conscious of the vital relationship between teaching and research. It wishes, therefore, to submit the following report, which has resulted from its study of the research situation in the college of Arts and Sciences.

"The staff of an arts college may devote practically all of its time to the transmission of selected parts of the social heritage and put little or no emphasis upon discovery, rediscovery, or criticism and interpretation. The matter is one of emphasis. An arts college exists for the purpose of teaching. But this may mean merely the inculcation of known facts and accepted interpretations, or it may mean, in addition, the development of methods and attitudes of inquiry and criticism. If emphasis is placed on inculcation, learners may be bound more than liberated; while, if the emphasis is placed upon inquiry and critical evaluation, the quantity, quality, and significance of learning are likely to be advanced. For these reasons it is believed that a situation which is conducive to research activity on the part of the members of a college staff is likely to bring about the best form of instruction. While emphasis on research should never be carried to the point of interfering with instruction, it seems clear that the Administration and Staff of the College of Arts and Sciences are faced with the challenge of improving both instruction and research by developing a situation in which the two will be properly balanced.

"Without reviewing the research interests and activities of the College staff in the past, and without dwelling upon the difficulties and impediments of a former time, it may be said that new opportunities have come into existence. More facilities and funds are now available for research than ever before.

"Over the period of the past five years, as new funds for research became available, committees have been set up within the several divisions of the College for supervision of these separate funds and allocation to individual research projects. This practice has resulted in a multiplicity of committees, all of which have the same fundamental purpose of promoting research. Consequently there has been and is now considerable overlapping of effort with a corresponding loss of efficiency and an increase of a 'wheels within wheels' organization,

which may act as an impediment rather than an incentive to research activity. It appears evident that the time has come for a reorganization of the method of administration of the research activities of the College with a view to simplifying the machinery of organization by placing the various programs under the direction of one college-wide body.

"In view of this assumption and furtherance of the ideal expressed in the second paragraph, the Committee on Instruction recommends:

- "1. That an all-division Research Committee of the College be set up, its membership to consist of the Dean of the Senior College and Graduate School, as permanent chairman, and two representatives elected from each Division. Rotation of membership is to be effected through the replacement of one member from each Division every two years, with no faculty-member of the committee succeeding himself immediately. This committee is to have the function of administering the research funds of the College; of promoting and guiding research activities subsidized by these funds; and of giving judgment and advice concerning research programs and production. It will absorb the functions of and assume the duties of all divisional research committees as now established, except those whose continuance it may deem necessary for the operation of special research institutes.
- "2. That the policy of the University Administration with reference to research and teaching be stated in connection with an announcement of improved facilities and opportunities, and, if the first recommendation is adopted, of the establishment of the 'Research Committee of the College.'
- "3. That announcement be made of the relation of research activity to promotion and other forms of academic recognition.
- "4. That research be interpreted to include: pure research, critical analysis, creative writing, translation and editing, text book writing, and the development of demonstrations, laboratory experiments, and teaching techniques. Judgment of the merits of a specific project in any of these fields will be a function of the Research Committee.
- "5. That grants may be made to include all pertinent expenses—travel and maintenance as well as materials and equipment; that there be a uniform policy in this respect throughout the College.
- "6. That when a plan of research is of such scope and significance as to require leave of absence from instruction, such leave be granted with full pay when the required time is in the ratio 1:6; and with half pay when the required time is in the ratio of 2:6. Leaves beyond these ratios should be without salary.
- "7. That teaching loads be adjusted to encourage research. The basic teaching load of 12 hours per week should be so varied from quarter to quarter as to permit more free time for the planning and concluding phases of particular research projects developed by individuals. The factors of preparation time, hours of instruction and supervision of students, number of students, supervision of Graduate papers in thesis work, and paper work enter into the problem of equating teaching loads. Departments in conference with the Dean of the Senior College should work out the approximate equating procedure in each department.

- "8. That each department head be asked to submit to the Dean of the Senior College during the first week in April, for consideration by the Research Committee, the research plans for each member of the department for the ensuing year together with the adjustments of class loads which have been made in each case to facilitate the plans. The report of progress and/or achievement for the current year may then be made a part of the annual report from departments in the Spring Quarter."

III. Implications

Incomplete as the foregoing report is, certain implications may be suggested by it. These, of course, are neither absolute nor final. They are tentative, perhaps entirely too subjective, and certainly incomplete. They are offered merely for consideration and evaluation by the Committee.

The fact that only forty-eight of the 105 cooperating institutions reported working committees, that only twenty-eight of the forty-eight institutions reporting working committees have submitted progress reports, that only sixteen of the 116 working committees prepared and submitted fairly complete reports, and that these sixteen reports came from only six institutions may imply that not all who climb on the band-wagon intend to make music after they get on. Such hasty generalization, however, might lead to erroneous conclusions. There is evidence that more of the cooperating institutions than have reported have committees engaged in important work. There is also evidence that many working committees are carrying forward their studies with the intention of reporting results at a later date. In fact, several of these committees have promised to submit reports in the near future.

The fact that nearly five thousand copies of the *General Report on the Second Work Conference on Higher Education* have been distributed and that more than three thousand of these have reached members of college and university faculties is in itself significant. Faculties have read and discussed, both formally and informally, this report; and it is a characteristic of the academic mind that it is able to abstract ideas from the printed page and to translate them into action in spite of the jibes and sneers of those who have never achieved this ability nor learned to appreciate the value of its achievement by others. That is why the organized opposition to public education exploits its acknowledged weaknesses in order to proclaim the total failure of our schools in critical times and to lay all our troubles on the doorsteps of professorial theorists ("Who never met a payroll"—with other peoples' money) in public life. They condemn what they fear but do not understand; and they are sometimes aided, unfortunately, by gullible men occupying high educational and political positions. The best safeguard against this type of propaganda is the dissemination of sound educational principles, the stimulation of critical educational discussion, and the development of better educational practices. Impetus has been given to all these things by the *Report* and its influence.

There are, however, some institutions too busy with other things to carry forward studies which they have begun. This is understandable, however mistaken the attitude may be that these things can be put off until after the war. Professor Norman Foerster gives cogent reasons why "we shall have to achieve in the coming years an intellectual and spiritual reorientation" in "A University Prepared for Victory" (*Journal of Higher Education*, June, 1943, pp.285 ff.). And Professor Hardin Craig suggests that we should begin now to prepare for the return of students to our colleges and universities after the war ("The Universities After the War," *Bulletin of the A. A. U. P.*, April, 1943, pp.210-217). "We have now a lull," he says, "in the university world in the midst of this disturbance. Our students are fewer and the

mill is grinding less grist. We might and should I think use this interim for the purpose of taking stock, or determining our course, or getting our house in order, or any way you wish to phrase it. It would be a pity, as it was twenty years ago, and something of a disgrace to us not to be able to offer those soldiers, sailors, and aviators something of real value, something that will command their respect, something they would be willing to use as guidance in life and able to use as a means of their re-establishment in civil society."

"We have before us," says Mr. S. A. Nock (*Ibid.*, 208), "the task of making clear to our fellow-men what the job is that we propose to do, why it is a necessary job, and why it takes so much time. We must also find out for ourselves and make clear to others what students should have such opportunity, and how. That is a job in itself; but, if our premises are valid, it is a job that must be done, and it must be begun now."

"One more task is ours as well. We must make every effort to inform our fellow-men why appreciation of aesthetic values is desirable. It seems likely that when our young men return from their present task many will be ready to greet beauty with thanksgiving; it is even more likely that the great run of our people will be content without much beauty in their lives. Yet aesthetic appreciation makes it easier for people to get on together; that is value enough for the Humanist."

Many faculties of institutions of higher learning in the South are giving critical consideration to these problems and to more immediate problems also, as their reports show. They have been stimulated to re-examine their problems and to re-evaluate their procedures and responsibilities. In their studies they accept no authority and no dogma. They apply the research method to problems sometimes supported by prejudice. They recognize the cooperative nature of educational procedures, and they show a healthy respect for the individual and for society as well as for new knowledge and new conditions. All this implies that profound changes are taking place in our educational programs and procedures. What is more important, these changes are motivated from within our institutions and not imposed from without.

All this may imply that the committee on Work Conferences has incurred new responsibilities. The following statements seem to indicate as much:

"Personally, I am rather of the opinion that the Sewanee Conference should be resumed when we begin to feel like pursuing education for a long-time program. If the conference should be held again this summer, it seems to me that its deliberations would drift into the short-time war program in spite of anything we could do. While the war program is desirable and essential, I prefer to believe that it is not the pattern of a long-time education program."

"I am exceedingly sorry that the General Work Conference cannot be held during the coming summer. I realize fully the many difficulties involved in such a conference, but I admire the work so much that I had hoped we could certainly continue the conference this year. However, we may perhaps be able to continue the conference in sections, so to speak?"

"We all look forward to better times when we can resume the stimulating work of the summer conferences at Sewanee."

"It would seem that a Work Conference on Higher Education would be fully as justifiable as the continuation of intercollegiate athletics. Coaches and athletic directors and committees have a valid talking point when they insist that competitive games promote morale; and if plans for professional baseball can go forward nearly as usual, certainly a relatively small number of educators should be able to hold one meeting a year. It will take considerable 'master-

mindings' to plan adequately for a postwar revival of liberal scholarship and a return to sound educational principles."

"We are confident that the Work Conferences of 1941 and 1942 are proving and will continue to prove of lasting benefit to higher education in the South. Similar conferences should be held from time to time to evaluate what has been done and to direct future studies for Southern higher education. Much good would result to education if all our colleges could be represented in a statewide conference conducted along similar lines. We have discussed the possibility here several times. Never has there been a more appropriate time than now, in this period of uncertainty and change and of reduced instructional responsibility, for higher institutions to re-search themselves, to rediscover the purposes for which they were founded, and to rededicate themselves to the task of educating young men and women for better citizenship, for earning a livelihood, and for complete living."

If the Committee on Work Conferences should decide that the problems raised in the statements above and in other parts of this report indicate the desirability of their further consideration, the Executive Committee stands ready to give any assistance it may be able to render.

Respectfully submitted,

(Signed), O. C. CARMICHAEL, *Director*,
K. J. HOKE, *Chairman of the Committee*,
ROSCOE E. PARKER, *Executive Secretary*.

Some Aspects of the Work of the Southern Association Study Affecting Teacher Education

Foreword

The materials appearing in this issue of the SOUTHERN ASSOCIATION QUARTERLY are consistent with the publication policies of the Commission on Curricular Problems and Research as stated in the August number, and are issued at the request of its Executive Committee. On September 1, a sub-committee of the Executive Committee of the Commission on Curricular Problems and Research requested the secretary of the Commission on Secondary Schools Frank C. Jenkins, to prepare for publication Southern Study materials having implications for teacher education. It was suggested by the sub-committee that an account of workshop experiences of beneficiaries of scholarships granted for use during the spring and summer of 1941 and 1943 be included, together with other materials concerning the in-service preparation of teachers and the work of individual teachers in the participating secondary schools of the Southern Study. Consequently, this number includes articles that concern first, workshop or work conference experiences and problems, and second, accounts of the explorations of individual teachers. These articles reflect the efforts of the Commission to broaden and deepen the experiences of teachers in both secondary school and college so that available resources for the improvement of teachers in service may be increased.

The first part of this issue of the QUARTERLY consists of four papers concerning workshops:

1. Southern Association Study Staff Resources Increased by Use of Scholarships—1941 Summer Work Conferences. . . . Mrs. Phoebe Mizell and Others
2. Problems Relating to Effective Study for Workshop Participants. . . . Verner M. Sims
3. The Workshop for Science Teachers—Re-Education of a Teacher. . . . Ethel Burnett
4. The Stanford University Workshop: Social Education for Victory and Post-war Reconstruction. . . . Compiled from material furnished by Misses Mary Lee Anderson, Jennie Ramsay, and Eleanor Wall

The first paper indicates one means employed to increase staff resources of the Southern Study. Scholarships were granted to teachers and principals who did graduate study, worked as staff members in summer workshops held in southern colleges and universities, and visited Southern Study schools. Ninety-six secondary schools and twelve colleges took part.

The second paper suggests procedures that may be employed to improve the efficacy of the service of secondary school and college representatives acting as staff members in a workshop and of the teachers and principals attending. It was prepared as a result of a workshop that was conducted during the summer of 1941 at the University of Alabama with the cooperation of the Southern Association Study. Three of the beneficiaries of scholarships of the Southern Association Study rendered some staff service at the University of Alabama during that summer and better fitted themselves for carrying on the work of the Southern Study. The director and others

kept a record of difficulties and problems growing out of the workshop, and from these the article was prepared.

The third paper tells of an opportunity that was made available to a limited number of Southern teachers to make contacts with teachers of two other sections of the country during the spring and summer of 1943. Provision was made for the Commission on Curricular Problems and Research to send representatives of secondary schools and colleges of the South to participate in the concluding work of the Bureau of Educational Research in Science of Teachers College, Columbia University, and the Stanford Social Education Investigation. Two science teachers from Southern Study Schools attended the Workshop for Science Teachers at Teachers College, Columbia University, and another visited secondary schools cooperating with the Bureau of Educational Research in Science of Teachers College, Columbia University and attended the Workshop. Two social studies teachers of the Southern Study secured leaves of absence so as to spend eighteen weeks visiting schools in the West participating in the Stanford Social Education Investigation, and to attend the Workshop on Social Education for Victory and Postwar Reconstruction, held at Stanford University. One other teacher attended the workshop but did not visit the cooperating schools.

The second part of this report includes the following accounts of the work of a librarian and the explorations of individual teachers in secondary schools of the Southern Study:

1. The Contribution of the Library to the Work of Benham High School Mrs. Allie Gordon Kaylor
2. Attempts to Meet the English Needs of College Preparatory Seniors in Waynesboro High School Mary Greene
3. Mathematics in a Secondary School for Girls Louise McDaniel
4. Adjustments in Procedures Used With High School Seniors Alma Lowance
5. Procedures Employed in Developing Certain Social Concepts Through the Use of High School English Materials Helen Shular

I. Work Conference Experiences

Southern Association Study Staff Resources Increased By Use of Scholarships--1941 Summer Work Conferences

BY MRS. PHOEBE MIZELL AND OTHERS*

One of the most perplexing problems that has faced those responsible for the work of the Southern Association Study has been to secure a sufficient number of adequately prepared staff members to carry out the difficult assignment of the Study as indicated in the statement of its purpose:

It is the purpose of the Commission on Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools to plan and direct a cooperative study on the part of both high schools and colleges designed to develop an educational program that will more adequately meet the needs of our adolescent group.

In attacking this problem selected secondary schools and colleges will be encouraged to modify their present instructional programs in such a manner as will provide for desirable outcomes not now being achieved by our schools.¹

This purpose indicates a need for planning and directing a different kind of study on the part of high schools and colleges in order that the needs of adolescents may be adequately met. It suggests a program for school and community based upon the needs of youth.

The nature of the work of the Study is shown in a quotation from a report made to the Southern Association at its December meeting in 1940:

The Study has never advocated any particular program of instruction for the participating schools. Direct attempts have been made to work with them in helpful ways on problems they recognized and considered important. In the Study, "work" deals with the things that the individuals affected believe to be of primary importance in improving their present teaching situation. "Situation" is intended to include such things as specific teaching procedures, the role of the school in community betterment, and the function of a school in meeting the needs of people in a democratic society. These needs are determined by teachers, administrators, pupils, and parents through their own conviction that their present situation is not satisfactory at certain specific points, and that modification is desirable. In order to maintain adequate understanding of the progress they are making, the persons affected by work underway participate directly and cooperatively in bringing this work to tentative completion. Periodically and frequently these individuals attempt to determine the appropriateness of their study and of the procedures being employed. In light of conclusions reached they plan for further steps. Thus the work begins with a tentative evaluation of the present situation by the persons affected. It proceeds on the basis of recurrent appraisal by these persons and is brought to tentative completion at a point deemed appropriate by them. Out of these efforts has come

*The other members of the committee making this report were H. P. Adams, Gladys Henninger, Louise McDaniel, Susie Lee Patton, and T. Q. Srygley.—Ed.

¹ THE SOUTHERN ASSOCIATION QUARTERLY, Vol. I, No. 1, February, 1937, p. 139.

a variety of changes which have been made because the teachers and principals, working with parents, pupils, and the staff of the Study were convinced after careful consideration that certain changes would improve their schools. Changes that have resulted from the work with the thirty-three schools are classified here as follows:

- A. Instructional procedures;
- B. Relationship among pupils, teachers, and parents;
- C. Administrative procedures;
- D. Community living.

In selecting a staff to carry out the purposes of the Study, it was necessary to find men and women having preparation different from that of teachers usually found in schools and colleges. In the selection of the original staff the Executive Committee sought to have many broad areas of training represented:

Open-mindedness and a willingness to question existing procedures in educational organizations, to investigate, and to explore were regarded as desirable characteristics in staff members. Experience as an active and effective participant in state, regional, or national efforts to improve schools was a significant criterion in staff selection. Capacity for working effectively with teachers and principals was another important factor. An effort was made, in most cases, to secure the services of men and women having relatively permanent connections with Southern institutions. This was done in order that the staff of the Study might be accessible, exert influence in their institutions, serve as a means of extending values of the Study, provide continuity for the work of the Study, and be of mutual advantage to both secondary schools and colleges.²

Early in the work of the Study it was clear that if the Southern schools and communities were to develop educational programs that would adequately meet their needs and contribute to the improvement of living, it would be necessary to secure the cooperation of colleges in bringing about needed changes in teacher education. It was realized that it would be impossible for the small staff of the Study solely by its own efforts to effect any comprehensive changes in the preparation of teachers, and that it was imperative to extend greatly the potential staff of the Study to include representatives of many secondary schools and colleges, and state departments of education. This would be necessary in order to supply replacements and new teachers in secondary schools, to furnish staff personnel to colleges responsible for the education of teachers, and to continue to improve instructional and administrative practices in the schools and communities of the South.

One of the approaches made to increase the potential staff resources of the Study was by granting scholarships to promising teachers in order that they might have an opportunity to do graduate work in Southern institutions of higher education and to learn more of the work of the Southern Study by serving as staff members in summer work conferences and by visiting the schools of the Study. Such an undertaking offered a means of improving the training of the beneficiaries of scholarships and getting the active participation of college faculty members. It also offered an opportunity to the cooperating colleges to liberalize requirements for graduate study so that mature teachers with successful experience would be enabled to extend their investigations and work on problems highly important to them. In addition it

² *The Southern Association Study, A Report of the Work With the Thirty-Three Cooperating Secondary Schools*, The Commission on Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools, Nashville, Tennessee. 1941.

seemed worth while to consider the implications for teacher education that might result from such an undertaking.

A balance of approximately \$3,000 available in the spring and summer of 1941 made it possible to grant scholarships to a number of successful teachers in secondary schools and colleges in the South. Acting under the authority of the Executive Committee of the Commission on Curricular Problems and Research it was agreed that twenty scholarships of varying amounts should be granted to teachers and principals of schools in or associated with the Southern Association Study. It was provided that each beneficiary would, (1) have an opportunity to pursue on the graduate level the study of some problem of challenging interest to him, and (2) serve as a staff member in a college or university work conference conducted during the summer of 1941 in cooperation with the Southern Study. Provision was also made for participants in the scholarships to visit Southern Association Study schools when it could be arranged.

The following list includes the name of each individual who held one of the Southern Association Study scholarships in 1941, the teaching position held, the name of the school in which each taught, and the name of the college or university at which he served in the summer work conference:

<i>Name</i>	<i>Position and School</i>	<i>Worked at</i>
H. P. Adams	Assistant Principal, Lafayette School, Lexington, Kentucky	University of Kentucky
L. D. Adams	Principal, Radford, Virginia High School	University of Tennessee
Antoinette Beasley	Social Studies, Chapel Hill, North Carolina High School	University of North Carolina
Tom B. Blackwell	Superintendent of Schools, Lytle, Texas	University of Texas
Cooper Bell	Science, Greenville, North Carolina High School	College of Wm. & Mary University of Virginia
Mary Wall Christian	Art, Matthew Whaley High School, Williamsburg, Virginia	University of Tennessee Obion County, University of South Carolina
M. W. Clinton	Social Studies, Tuscaloosa, Alabama High School	University of Alabama
Mrs. Edith J. Fewell	Language Arts, Norris, Tennessee High School	Mississippi State College, University of Tennessee
Gladys Henninger	Science, Thomas Jefferson High School, Port Arthur, Texas	University of Texas
J. B. Leftwich	Science, Minden, Louisiana High School	University of Alabama
Louise McDaniel	Mathematics, Peabody Training School, Milledgeville, Georgia	Georgia State College for Women
Jeannette Nance	Social Studies, Lee H. Edwards High School, Asheville, North Carolina	North Texas State Teachers College
Mrs. Ruth Neyland	English, Austin, Texas High School	University of Texas

<i>Name</i>	<i>Position and School</i>	<i>Worked at</i>
Louise Owen	English, Canton, Mississippi High School	University of Mississippi
Susie Lee Patton	Special Group, Parker High School, Greenville, South Carolina	Mississippi State College
Aurelia Richardson	Junior High School English, Holtville High School, Deatsville, Alabama	North Texas State Teachers College
Sarah Rogers	Guidance and Social Studies, Frankfort, Kentucky High School	University of Kentucky
Helen Shular	Languages, Waynesboro, Virginia High School	Florida State College for Women
T. Q. Srygley	Principal, Thomas Jefferson High School, Port Arthur, Texas	University of Texas
Whilden Wallace	English, Holtville High School, Deatsville, Alabama	University of Alabama

The institutions listed above were chosen according to the wishes of the worker or the advancement of the Study. In some cases the members were already functioning in the situations chosen, and the scholarships merely enabled them to finish studies already started. Sometimes the institutions and the localities selected seemed to offer superior advantages for the development of studies particularly suited to the needs of the scholarship members. In some cases, however, the Director of the Study suggested the connections to be made, in view of the interests of the Study as a whole.

Factors Affecting the Work of the Scholarship Group

Personal Relationships

One of the group, in estimating the value of the summer experiences, expressed it directly in terms of contacts with people. Indeed, this factor of human relationship apparently played a leading part in the story. The helpful contacts mentioned range from those with rural school patrons to those with members of the State Departments of Education; but they fall, for the most part, into four divisions; contacts with other staff members of the Southern Study, with faculty members of the colleges and universities where the work was done, with teachers and principals who attended the conferences, and with children in some of the demonstration schools.

The opportunities offered by the scholarships for frequent contacts with members of the staff of the Southern Study were counted as privileges by the graduate students. Several of their diaries mention the guidance and advice of these more experienced staff members in such statements as these:

My contacts with Mr. H. and Dr. M. have been stimulating. Dr. M. still uses that thought-provoking procedure that I remembered him by. I wish that I could develop it.

At the end of three weeks, Dr. S. and Mr. F. came to evaluate the general work and to give help to the directors. They met with the faculty group and were able to challenge their thinking about the evaluation of the workshop and the development of the participants through all of the experiences provided them. They were especially helpful to the graduate student who was working as a staff member in the conference. They pointed out that many participants had been over-stimulated, that an effort should be made to direct their work for the accomplishment of more specific

jobs, that there were too many big group meetings probably, and that more individual conferences should be encouraged.

I have observed Dr. S. as he worked with the groups. All of the students had the opportunity of listing their problems for study, even though some of the problems seemed to resemble others. Dr. S. explained that two people who seemed to have the same problem may have entirely different things in mind. He also advised that groups stay on the subject and not engage in "bull sessions." The advanced core group decided that we were not working effectively enough. We asked Dr. S. to discuss with us ways by which we could improve our work as a group. He said that we were not doing enough "home work"; that is, that we were not studying the questions before meeting as a group. He suggested that each student write possible solutions to problems we are studying and that these ideas be pooled at the meeting. In our class work Dr. S. advised that we allow students to make their own decisions, and that we frequently ask our students, "How can we make our work better?"

In addition to profitable contacts with members of the regular staff of the Southern Study, valuable help was received from the regular faculty members of the colleges attended. Sometimes the scholarship members obtained conferences with specialists in subject matter fields; sometimes they invited the college staff members to attend conferences with individual participants or small groups who had problems in the particular fields of the specialists; and often the conference groups attended lectures by members of the college staff given either in direct or incidental response to the wishes of the group.

The following description of the contribution of one college faculty member is illustrative:

Mrs. E. participated as a member of the group. She gained the respect of all through her many contributions. Her knowledge of poetry and her ability to read it unusually well, the ease with which she wrote beautiful verse, and her experience in discussing it were appreciated. She furnished twenty or more collections from her own library, prepared a bibliography, and secured an outside speaker for the groups on two occasions.

Helpful as these relationships with Study staff and college faculty members were, perhaps the closest contacts were those with the participants themselves, the teachers who "took the workshop course." Some of these teachers came in groups to the conference, a typical group consisting of a school principal with three of his teachers. In most cases the participants were eager, professional teachers, advanced or graduate students with a few years of teaching experience. There were, however, notable exceptions. Some, though experienced teachers, were undergraduate students who had obtained certificates by field extension work and who were actually doing their first work on a college campus. Needless to say, these were poorly paid teachers, whose meager cultural backgrounds made their concern for the improvement of education in their localities doubly significant.

Staff members of the Study, college faculty members, participants of the work conferences, and the children sometimes included in the conferences, all have their places as contributors to the scholarship work. We must add to these the elevator boy who told one worker where to find clay for her handicrafts room, the garage electrician who helped a baffled science group, and the city hardware merchant who worked on the rural school problem of how to use a magic lantern without electricity.

Administrative Plans and Physical Facilities

In many of the colleges the preparatory planning meetings had been held and the framework of the conference set up, before the members of the scholarship group arrived. In others, the preliminary plans had been made by a small group or by the director of the conference without the help of all members. Some of the scholarship group attended the pre-planning conferences. Those who missed this part of

the procedure felt a distinct lack of orientation for some time after the beginning of the work.

The physical facilities provided by the cooperating institutions were usually adequate. In most cases, comfortable dormitory quarters and good food were provided. For the work of the conferences, all of the resources of the campuses were available, visual aids materials, libraries, typewriters, ice water, and fans. A building or a group of rooms was usually designated for the use of the workshop. Recreation rooms and grounds were provided and an active recreation program was an established feature of the conferences.

How the Scholarship (Graduate) Students Worked

The way of working in each situation was determined by the job to be done and the opportunities offered by it. These jobs seem to fall, roughly, into three classifications: those promoting personal study and advancement; those undertaken in cooperation with groups outside the conferences; and those serving the conferences.

Personal interests and problems held an important place in the work of many of the graduate students. Some were working on theses, and some on definite problems concerning their own teaching situations. In almost every case such personal interests are expressed in terms of increased service to be rendered by the improved preparation afforded by the scholarship. The following paragraphs show how certain members of the group perceived their problems and examined the possibilities offered for working on them:

As I plan for teaching next year, some of the problems which face me are:

1. To develop better attitudes of tolerance and cooperation in students. That is, I hope to be able to raise the students from the lower levels of cooperation at which they now are.
2. To learn how to introduce new ideas and to reconcile unlike views to advantage. This, obviously, is a part of the first problem, but my emphasis is on the use of reflective thinking. I find students in the habit of drawing conclusions with insufficient data and without proper authority.
3. To improve methods of working with college supervisor and student teachers in order to orient the student teachers more quickly and effectively into the classroom situation.
4. To learn the fundamental aspects of school guidance. The faculty has expressed the belief that some form of guidance is one of the chief school needs and will probably consider this problem at a pre-school conference or in the early part of the school year.
5. To develop a broader view of the problem method in teaching science; that is, a better understanding of how it can be utilized in subject-matter-minded classes. For example, if to give the student security, it is necessary to follow a textbook rather closely how can I more effectively utilize this material to achieve objectives of science teaching (reflective thinking, ability to work independently, etc.)
6. To develop certain subject-matter tools and laboratory techniques in preparation for the teaching of physics. My college preparation in this subject was insufficient. I feel that to make the physics course adequately relate to the lives of the students I should myself know more of the practical applications of physics. For example, I wish to learn in relation to household electricity how to wire a house and how to repair, if feasible, electrical appliances.

There are certain valuable contributions toward the solution of my problems which the combination of staff participation and freedom to utilize the facilities of the college makes possible and which would not be practicable under either plan alone. For example, work in staff meetings and group meetings with participants gives excellent opportunity for observing and analyzing methods of group work—for reconciling unlike views and new ideas. These meetings and individual work with participants are particularly valuable because many of the same problems which I as a teacher have in the classroom occur in these situations.

To pursue my interest in guidance I am attending a class called "Problems in Guidance and Personnel Work." I could, possibly, work individually on problems in this field; but since time is an important factor and since my chief purpose is to make a sur-

vey of the field of guidance, I believe that frequent, perhaps daily, attendance in class will be the best procedure to follow.

I plan to obtain an outline of the material to be presented in the course in health education. If I find that certain phases of the work are valuable to me, I will make occasional visits to the class.

Group and individual conferences with teachers of my own and other subject-matter areas reveal need for and ways to use the problem method in various types of classroom experiences.

Since I desire a reading knowledge of French as well as German, I am attending a class in the reading of scientific French.

Many references are made in the diaries to library readings, conferences, home study, and attendance at lectures. One member, whose particular question concerned the overcoming of superstitions as a part of the development of the scientific attitude in the thinking of his pupils, mentions that question eleven times, in his account of the summer's work. His attempts at solution include conferences with staff specialists, use of the laboratory library, informal discussion with other staff members at mealtime, and discussion with participants in the conference. The conclusions reached after weighing the expressions of opinion he received are stated thus:

I have decided that the scientific attitude grows out of a knowledge of specific truths. It would be better to let the children arrive at such an attitude for themselves by studying in some such area as astronomy, than to begin by attempting to set up such an attitude.

Another member, a teacher of high school mathematics, stated several problems. The following quotations indicate the nature of the questions and the proposed attack on them.

Although I seem to be concerned with three different groups, high school students, student teachers and teachers in the field, my work for each group will not be isolated. I believe that, if I am able to determine successful ways of working with any one group, this same plan in general will be applicable to each of the other groups. . . .

Of course, these problems are not new, nor are they of only recent interest to me. As an instructor and critic of mathematics and as adviser for fourth year students in the high school I have recognized and worked on these points. However, the financial aid provided by the Southern Study will facilitate this work. . . .

I have checked with individual graduates of the high school, getting their ideas as to the strong and weak points of their high school work in terms of their present work. . . .

I have tried continued experimental work here in the high school. Special emphasis was placed on the following plan of evaluation: studying the value of the work in mathematics on the first, second, and third year levels in terms of the successes and failures, ideas, and opinions of the students of second, third, and fourth year levels. The basic temporary assumption for this was: assuming that the plan of work on the second year level is satisfactory and desirable, what are the shortcomings of the work on the first year level? We should then follow this line of thinking into the third and fourth years, and on into college or into other after-high-school fields of endeavor. If this type of evaluation is continued and acted upon, there should result a developing program of work in mathematics which would be continuously consistent with respect to future needs.

A fellowship student took her particular problem to a group in the college. She describes the practical nature of the help she received there:

Next year a class is to be organized in our school in speech and dramatic arts, to be given without credit, meeting two hours each week. Students attending will be those who have a free period during that hour, and who wish to get additional experience in this work. The period will also be a service period in dramatics and speech. It will be my responsibility to head up this work and also the dramatic club.

In working on the problem stated above I made use of one and one-half hours each day for five weeks, in the college where I was working, to attend a class in play production. This work was prefaced by a conference with the instructor of the class. The

work has centered around rehearsals: blocking plays, principles of stage movement and business, voice, lighting, and make-up. The class lectures were supplemented with reading and conferences with the art teacher on staging and lighting. We have been working on plans for improving the lighting on our stage at home. A part of this can be done by the stage crew and the industrial arts classes. The work has been invaluable to me, because it gave me a good background in play direction. My work in college had not included that particular angle, though it is one thing I have always wanted to do.

These illustrations of problems, clearly defined at the outset of the conference, are typical of about half the work of the graduate students. The others saw implications for their own work only as the Conference progressed. Some of them expressed it thus:

I wish now that our high school faculty group would consider the question of meetings in order to bring about more unity of purpose in our schools, and more actual benefit from each meeting. I believe that after participating in faculty meetings here and in conference proceedings, I shall be able to contribute constructively to this. I think also, that the work in the Conference has convinced me of the value of individual interviews in helping a person to question his procedure. I believe I see more clearly what really happens to a person before he begins to make a change. In my school I see I have been guilty at times of arguing to convince. This experience has shown me another way of working with people.

My work with the children and my observations of the work of other people have helped me a great deal. The children's interests here are somewhat different from those at home. I find that junior high school children here have shown marked interest in the following activities: safety, summer annual, play production, photography, store, crafts, play nights, picnics, and radio broadcasting. These things suggest possibilities of other activities at home that our children might be interested in. This work has encouraged me because I find that we are not the only ones who are struggling with the problem of getting children to shoulder responsibility.

I have observed that senior high pupils here are interested in the following things that might be suggestions for us: establishing a social center and putting on radio programs and music appreciation hours. I received some help from working with the journalism group and with the student planning committee in this area.

The foregoing illustrations have been quoted with the purpose of illustrating the types of individual investigations undertaken. The variety of the problems recognized and of the ways of working on them show the opportunities for personal improvement provided as well as the utilization of such opportunities. Many activities grew out of the regular work of the scholarship students, continued throughout their services of the spring and summer of 1941, and were projected into their plans for the next school year. Such activities include experimental work with pupils, comparing results of high school achievements with subsequent achievements of graduates, following work with student-teachers by continued service in the field, and constant study of successful ways of working with children.

Some of the fellowship students worked upon their individual problems, professional and personal, by a series of visits to schools and communities of their own choosing. A teacher whose particular interest is in arts and crafts records such visits with particular enthusiasm:

May 12—Went to N, observed in the art laboratory of the high school, teacher very kind. I watched the silk-screen process, very helpful. They have an appreciation course, open to all students; then technical courses for the art students. Work seemed not up to other big city high schools I've seen. Sent for catalogues and silk-screen information.

I was fortunate in having two trips to G. I went along the country roads and found homes where people were weaving. I talked to these people about their looms and how they got started in their work. There was very little evidence of the beauty of their weaving having any carry-over as far as making their homes more attractive.

There are outlying sections in my home community that could be greatly benefited by the introduction of such a project. The families of some of our students could be helped both from the recreational and the financial standpoint by the introduction of weaving. I shall discuss this with the county demonstrator when I return.

I had a short visit to the John C. Campbell Folk School, where I saw some very interesting weaving with home-dyed wools and assorted types of looms. A few people were bringing in their carving to be marketed. They were returning home with a new supply of wood to be carved. All of these people had learned to do this work in the school.

Most of what I saw in the county schools filled me with dismay. So little seemed of any educational value: the dull passiveness of the children in the classroom was inconsistent with their natural liveliness on the play grounds. The school in most cases looked and smelled "institutional." Teachers often had the expression of "keepers."

If teachers who finally get the children who are products of such schools could see the system that they come through, they would not expect originality and an ability to use freedom to show in them without a great deal of understanding and encouragement.

There were in my judgment a few teachers who were bright spots in this otherwise dull situation. They appeared enthusiastic and understanding, and in general were probably doing as much for their pupils as many teachers in so called progressive schools.

The importance of such personal advantages of the scholarships to the graduate students should not be underestimated. While they were not all directly related to the conferences of 1941, many of them received definite impetus from that source. In the same indirect fashion, the activities of the cooperating institutions and of the Southern Study sometimes furnished opportunities for experiences lying outside the actual staff work of the Conference.

Some of the cooperating colleges offered valuable experiences outside those actually found in the work conference. One service, closely related to but distinct from the regular "job" of the scholarship member was given through participation in other conferences on the campus. For example, reading clinics under way in some of the cooperating colleges received a share of the attention of the graduate students working there. In one college were enrolled a group of thirty teacher-farmers who rode ninety miles on a school bus to attend a conference on their problems three times a week and rode the ninety miles home again at the end of the day, to work in their fields on alternate days. The problems they studied were primarily those concerned with community health. The scholarship students working on that campus availed themselves of the invitation to meet several times with this group and to give whatever help they could with the work.

Another example of contacts was one with a group of Negroes, making an intelligent and direct attack on their problems. This group grew during the summer, from fifteen to ninety members. Some of the scholarship students were given the opportunity to help them with their study, and learned much from them. The staff member of Mississippi State College who surveyed teacher needs in 1940-1941 found that the Negroes welcomed assistance. Working with the county superintendent, he developed a study group at Starkville, Mississippi. The teachers came in from the county to the central high school building for their meeting. He made arrangements with the State Department for them to receive credit for the work they wished to do during the summer. The Director met with them on Friday afternoon and Saturday morning and developed an educational program similar in nature and procedure to that of the workshop at State College. The graduate student assisted in the organization of the summer workshop for the Negroes and went out, on several occasions, to work with them. The experiences that they related, the description of facilities which they gave, and the analysis of their problems were very similar to those of the white teachers. Moreover, the determination to grow in wisdom, understanding, and competence which they exhibited aroused the thinking of the ob-

server and made her mindful of society's responsibility to this group of people. The experience in working with them gave the assistant a keener awareness of the Negro's problems.

Some members, because of specialized interests or training, were invited to teach college classes. One of these "substitute" teachers says, "This was especially good for me, since I have been a teacher of high school mathematics for sometime, and needed to be faced again with the kind of work most of my pupils will have in another year."

In addition to those learning activities which the graduate students pursued in furtherance of their personal studies, or in the interests of their particular teaching situations, certain opportunities offered incidentally by the localities and the current campus activities of the cooperating institutions have been reviewed. These means of learning, while essential to the complete picture of the graduate experience, were in some cases almost crowded out by the press of staff duties during the six-weeks conference periods. Certainly the largest and most tangible body of services rendered by the scholarship members was that centered about the actual work of the Conferences.

Planning committees of some kind were often set up in the early days of the conferences. Since the scholarship members had usually had experience in working on such committees, many of them were asked to serve.

Not all of the conferences, however, worked in this way. Some members who were graduate students with scholarships acted as coordinators, making contact with all groups and individuals and helping each to find the sources of information and materials needed. This task was often facilitated by the use of reports from members of the conferences who wished the help of the coordinator.

Some of the work conference groups made definite attempts to evaluate their purposes and procedures. The scholarship students serving on committees for such work spent much time and careful thought on the tasks of setting up workable plans for evaluation.

Considerable time of the scholarship students was given to attendance at staff meetings where problems of the conference were considered. These meetings assumed importance in the records of the members, which show thoughtful reactions to the values derived from them, as follows:

The theme for the conference has been (1) to make schools better serve the needs of boys and girls, and (2) to work out more satisfactory art, music, health, and physical education programs for individual schools.

The staff has concentrated its efforts toward these purposes and I think has through its meetings and discussions arrived at a working philosophy acceptable to all concerned. Because the staff has been at the same approximate stage of thinking, it has been a stronger staff than one ordinarily expects to find. There were one hour staff meetings each day, centering around some phase of the school program. During the last three weeks of the conference the staff summarized its thinking on (1) the needs of children, (2) the part the school plays in taking care of these needs—broken down into how these needs can be interpreted and taken care of in each of the subject matter fields. Each discussion was in charge of the staff member who had had the most experience in each particular field. It was most worthwhile. They considered the problems occasioned by the overlapping of fields and the responsibilities of all teachers to include in all classes what is generally classified as a social studies, art, or language arts, activity. The discussions dealing with health, physical education, recreation, and art were of particular value to me, as I was not familiar with their stage of thinking in these areas. Here one finds no long, meaningless statement of objectives, but rather purposes, in terms of the needs of boys and girls. There is something more *direct* in their attack of problems, and noticeable is the absence of meaningless educational terminology. I notice, too, that in all planning the local community and the state itself play a vital part.

Many of the activities of the scholarship students required an unexpected degree of adaptation. At times a member who had had no specialized preparation as recreational leader found himself in a group which needed such leadership. His role was clear, and he assumed it. One woman, whose aptitude for handicrafts had been developed only as a personal hobby, found herself the leader of this work in a group of teachers starved for such experiences.

Some of the work with participants was carried on in school groups, to which the graduate student was assigned as adviser, or into which he was called to give help on some particular problem.

From such work in groups, individual conferences often resulted as teachers began to recognize their specific needs and to ask for help in meeting them. Many teachers, too, had come to the conference with such individual work in mind. The "ways of working" employed by some of the scholarship members stand out with particular clarity in their accounts of such interviews. The individual conferences recorded below are those of a graduate student in the field of science:

Individual Conference

Mr. M. ————— School

Subject: How to test for hookworm and malaria. We went over to Smith Hall and arranged for Mr. M. to work with Dr. S. in the laboratory.

Mr. M. feels that if some tests for malaria and hookworm could be made in his school, it would result in greater cooperation of students and parents in correcting these difficulties.

Conference—Mr. H.

A Unit in Biology—Discussed the matter of using his hobby, the honey bee, as a point of departure for a study of insects of that community. Make a list of insects of that community. Ask the children why and how are they going about that study.

List sources of information (persons, books, field trips), set up a bee hive, and write letters.

Make tentative plan of study.

List activities. Set up work standards.

How to determine grades. Mounting skeletons and specimens was discussed (Why)

Discussion next time is to be on junior high school science.

Suggested that he list problems in connection with that work. Call in Mr. B.

Conference—Mr. H.

Subjects: Equipment needed for science room (arrangement, size of tables, etc.) He is trying to decide what equipment will be necessary for all science students to work with in one room. It was suggested he look at all the laboratories here with a view of picking out those things that he feels will be of most value to him.

Individual Conference

L. J. ————— School

Subject: Wanted help in photography.

Lacks working space in his school.

A method of working which might lead into such projects was discussed. Some references were listed. He is to visit the darkroom here. To look over some of my materials. We are to meet later.

No record of the ways of working employed by the members of the scholarship group would be complete without reference to their methods of purposeful planning, of record-keeping, and of self-evaluation. The participants were encouraged to analyze their difficulties, to formulate their purposes clearly, to keep records of their findings, and to measure their results.

The concern of the graduate students for their own purposes has been indicated in several cases, and their manner of record-keeping has also been indirectly described. The diaries, logs, and reports have furnished the data for this account. They are

as varied as the personalities of the individuals keeping them. Some have kept scholarly, impersonal, scientific records of their activities, while others have told intimate and human stories. In some cases, reports were sent to the Director of the Study in weekly installments; a few of them came in one comprehensive manuscript, compiled and summarized after the close of the conference experience. Almost every diary records somewhere the difficulty of keeping a record commensurate in value with the worth of the experience.

The Problems of Teachers Participating in the Conference

A study of the problems brought to the summer conferences by school groups and by individual participants becomes by inference a study of the problems now confronting Southern schools in general. For this reason, an examination of such problems is particularly interesting to the members of the scholarship group, with their expressed concern for the cause of improved education in the South.

These problems fall into two divisions: those inherent in the economic status of the people of the South, and those psychological and specialized problems of the teaching profession the solution of which may result in better ways of working with children.

Of the first division, matters of health and sanitation predominate. In communities where concern for adequate housing, for dental inspection and service, and for the eradication of hookworm was most needed, it was most lacking. The conference participants were particularly eager to find ways of stimulating the interest of their patrons in such improvements.

In direct ratio to the economic status of the community is the enormity of the school attendance problem. In some sections, where recreational advantages are few and cultural standards are low, it is the accepted custom for girls to leave school at an early age, in order to marry, thus setting up other homes with the same low standards of learning.

In sections where cotton is the chief means of livelihood, children are kept away from school to harvest the crop in the fall, and to "chop" it in the spring. Some communities have rearranged the year's school schedule so as to provide spring and fall vacations for laying by the crop, and to lengthen the school year with a summer session. Sometimes these summer sessions are called "lay-by" schools.

Many of the participants of the conferences were teachers from such schools, and the difficulties of cotton growers were very real to them. One scholarship member describes such a participant who worked out a unique contribution to the solution of the problem:

Other teachers I have known have bemoaned the necessity of children's having to pick cotton instead of attending school, and have tried to bring pressure upon their parents to keep them in school during the cotton-picking season. But this teacher accepted the economic inevitable. She arranged a plan for keeping in touch with the absent pupils during that time, for directing a certain amount of home work, and for studying topics related to the cotton industry with the children at school, in such a way that the class felt a common interest in the community output.

In the poorer farming districts, as well as in the sophisticated resort sections, a migratory school population becomes a serious impediment to school work. It is a problem to which no member of the scholarship group has offered a solution.

A general solution, however, to a few of the evils attending poor economic conditions, has been suggested by the participants and applied by the conference groups through their recreational programs. The enjoyment of games and square dancing, play production, and handicrafts was a worthy end in itself. But the fellowship members encouraged the participants to introduce such recreational activities into

their communities with the definite purpose of raising the cultural level of their patrons, fostering community loyalties, and perhaps thus holding some share-cropper families in the same place for more than one year.

Some members made studies with the participants from certain localities to utilize their native resources. Landscaping with wild shrubs and reviving local handcrafts with materials found near home were phases of this undertaking.

Definite steps were taken by some participants, with the help of their scholarship advisers, to provide county library service in some localities. Some country teachers learned how to wire their school buildings for electricity, and one scholarship member spent considerable time in studying, with a local hardware merchant and a rural participant, a device for using a magic lantern without electricity.

The approach to the more technical school problems of participants was no less practical than that used in studying local economic situations. Many of the participants brought to the conference traditional "pedagogic" questions stated in such general terms as remedial reading and guidance. The specific attack encouraged by the conference procedures, however, usually led to a breaking-down of such general topics. The scholarship members of the staff, then, soon found themselves working with participants on narrowed aspects of the larger areas.

Many of these topics concerned phases of the reading problem: how to teach mathematics or science to pupils who cannot read the problems, how to correct, in secondary schools, the handicap of a poor start in reading in the elementary school, how to raise the level of the reading taste, and how to obtain a variety of reading materials—these were some of the questions considered by the groups.

In two states where a shift into the twelve-grade system was taking place, attention was given to the adjustments necessary for accomplishing the change. In another state where newly adopted textbooks were going into general use, a study of their purposes and content and a plan for their successful use were considered essential by the participants.

A problem very commonly considered by the participants was the development of schedules. Young teachers desired a definite plan of action to steady them through the first few days of school. More experienced teachers, hopeful of trying an individualized plan with secondary school pupils, wanted to know how to make a start without undue floundering. But the most crying schedule need of all was that of the many participants from rural schools whose work is with pupils from a number of grades, sometimes as many as seven. The staff members tried to help with the solution of such difficulties by suggesting the combined study of large areas or "units," each pupil contributing learning on his own level.

The matter of pupil-teacher planning, though a stumbling block to some participants, was, in many instances, clarified before the end of the conference by the demonstration of its effectiveness. Participants were able to visualize the participant-staff-member planning employed in the conference as it would function when carried over into their own procedures with pupils.

The making and use of tests held a position in the foreground of participants' difficulties. In fact, the whole matter of marks, records, and reports received a share of attention which was begrudged it by the scholarship staff members. They felt that it assumed an importance out of proportion to its value, but they found it necessary to help the conference participants in adjusting to the recognized emphasis upon marking systems.

The question of marking and its kindred problem of retardation of pupils was no less vital than the eagerness felt by participants to know their own marks. Many of the scholarship members, faced in almost every case with the economic and pro-

professional necessity of receiving credit themselves in the very work under way, could ill afford to feel impatience with the "marks-minded" participants. Too many of the teachers attending the conferences, poorly paid and poorly prepared for teaching, were forced into the position of virtual bargaining with their school boards—a college credit for a job. It was imperative, then, that marks be assigned for work done in the conferences, records be kept, and reports issued. In some cases, an understanding of the requirements of the course was reached by cooperative discussion, early in the conference. The participant was helped to use such a guide in evaluating his own progress and was invited to assist in determining his own grade. Almost every fellowship worker describes or implies some similar method of handling this troublesome question.

The meaning and value of records were clearly emphasized throughout the whole story of the scholarship experiences. The graduate students kept daily accounts of their activities, including their trips to visit schools, attendance at staff meetings and conferences at other institutions, readings, lectures and informal professional contacts, as well as the discharge of their staff duties within the conferences themselves. A reading of these diaries indicates the degree of professional growth attained by the members of the group. It is a cumulative record of purposes strengthened and clarified, or modified, or even discarded as irrelevant, under the rapid-fire directness of the realistic nature of the work. The diaries offer, too, a record of growth in confidence, confidence in the belief that a better way of working can be found and that any teacher with an open mind can find it. The records reveal an astonishing amount of work done, an amazing number of contacts made and of problems attacked. The most vivid revelation of the diaries, however, is the picture of Southern schools, as seen through the concerned gaze of their teachers, and the growing zeal of scholarship staff members for their improvement. The diaries and reports of the graduate students show also that teachers and principals were encouraged in keeping records and evaluating their work:

These evaluations proved very interesting. It is difficult to state now how much they are worth or how accurately they indicated what differences the experience made or what changes will be made on the basis of even the best plan proposed for the next year's work. It does seem that the continued efforts to summarize and evaluate helped to make the practice a part of their way of working. Many participants gained suggestions for providing evaluative experiences for their students. They planned new ways of recording data as well as deciding that many kinds of data were important for use in appraising progress.

Of course, the evaluation outlines furnished much information to the directors, and they were better able to analyze trends in the thinking of individuals and discover characteristics of their activities. The summaries furnished some indication of the ideas they were gaining. Oftentimes, they prompted immediate action for correcting some false idea that was a misinterpretation of a comment made by the directors.

About the third week, the graduate student read to the group some letters from her former students in a public school where she had taught. The boys and girls referred many times to the use they were making of their "folders." This aroused the curiosity of several people who asked for an explanation of what they were and their purpose. It was explained that reference was made to a plan of filing materials such as compositions, reports, notes, reading records, reactions, diaries, summaries, etc. It was suggested that a similar plan might be practical for workshop plan. Upon request then, manila folders for personal files were secured for each member and a filing cabinet placed in the shop for the use of the group. Another set of files was set up for general use such as minutes of meetings, bulletin materials, and exhibit materials no longer needed for display.

There was not a *program* of evaluation but rather an effort to make it an integral part of any procedure. There was provided opportunity to evaluate outcomes of practically any procedure before planning or carrying out others. For instance, the directors

would go to groups at work, sit in to listen for a while, and then choose a time to ask what was being accomplished and whether or not some other procedure might more nearly achieve the purpose. At other times, the individual in a conference was asked to evaluate the results of his activities. The discussion at this point did not usually include the word *evaluate*. Often-mentioned summaries were discussed with the individual who made them.

Such active responsibility toward their own record-keeping and evaluation enabled many participants to plan improved ways of helping the boys and girls of their schools to realize their personal responsibility toward their own achievements. In some school groups new forms of reports to parents were studied and adapted to the uses of the schools. Other groups asked for help with more comprehensive and individualized methods of recording progress:

Our group desires work with junior high group on the use of individual folders and planning, progress, and evaluation sheets with pupils in English-social science classes.

Our group requests work with junior high group on planning sheets and progress reports that may help us with our work with large groups of individuals. We have decided to keep folders for each child. Each one was to prepare sheets, and we were to pool our ideas. I was the only one who had a sheet—an indication that this group has not had much experience in this type of record keeping. We developed some suggestive instruments together, and the group seemed to see some possibilities of using devices like these as means of helping children plan and evaluate their work and saving confusion where large groups are working.

In this section, the variety of problems confronting members of the scholarship group in their widely diversified experiences has been described. These problems are assumed to have significance for educators, representing as they do the difficulties recognized by the teachers of the South. They are of two kinds: those arising from economic conditions, and those more particularly related to school practices. The scholarship students of the Southern Study have found the recognition of these difficulties stimulating. Through the opportunities offered by the scholarships, they have had their eyes opened to disturbing economic and educational conditions and have been fired with purpose to help in overcoming some of the obstacles confronting Southern children. Not only did the experiences of the spring and summer of 1941 help the members of the scholarship group to recognize the need for service but it helped to fit them to take an active part in bringing about improvement. The small investment, an average of \$150 to each person, enabled the members of the scholarship group to have unusual opportunities to do graduate work, to serve as staff members in work conferences, to learn by visiting other schools, and withal to fit themselves to work more effectively in their own schools and in other positions of responsibility. Many of this group have assisted with a number of workshops and with college and state programs for educational improvement throughout the South. They constitute a valuable part of the staff resources of the Southern Association Study.

Problems Relating to Effective Study for Workshop Participants

BY VERNER M. SIMS

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During recent years, in-service teacher education has seen considerable emphasis placed on a direct study by teachers of the problems of improvement in their own teaching situations. In many workshops, or work-conferences, in the field work of many curriculum consultants, in the supervision of much faculty study, even in many formally organized courses, teachers have been encouraged to identify and make plans for attacking problems growing out of their particular jobs.

In large measure, such work is justified on the grounds that it is good for teachers through practice to acquire skill in the study of their own problems. But attempting to help teachers acquire such skill raises new problems of procedure, problems of methodology, for those responsible for guiding the study of teachers.

The staff of the *Cooperative Study of School Problems*, a workshop for high school faculty groups which was conducted at the University of Alabama during the past summer, were highly conscious of this fact. Too, they were conscious of their own lack of skill in giving such guidance to teachers and of the need for serious and careful study if they were to learn to be of help; consequently they laid plans accordingly. At the conclusion of the summer's study a committee of the staff was charged with the responsibility of preparing "a record of our (the staff's) study of and work on a number of recurrent and persistent problems that faced us as we tried to help teachers and administrators do effective study of their own problems."¹

This committee undertook to prepare its report from the existing records of the workshop, from the minutes of meetings, minutes and reports of committees, and the individual records kept by staff members and participants. Although no attempts at quantification were undertaken, an effort was made to summarize objectively the data at hand. Thus the report of the committee constitutes a record of the job of helping teachers learn to do effective study of their own problems, as conceived and implemented by one workshop staff. As such it may be looked upon as a somewhat crude case history of an extremely complex teaching situation.

Although highly specific in its nature, the generalizations inherent in this report would appear to have rather wide applicability. The assumptions which this staff made concerning their functions, the study of their job which they did, the experiences which they had, and some idea of their successes and failures (all of which is included in the report) should be of value to others who have responsibility for helping teachers learn to do effective study.

The committee's report, with a minimum of editing and that designed only to clarify certain parts for the reader unfamiliar with the situation, follows. The report is divided into two parts: part one concerning problems relating to the choice of things to study, and part two concerning problems relating to the methods used in study.

¹ The members of this committee were Helen Bosard, Assistant Professor of Home Economics, University of Alabama, Barbara Henderson, Director of Intermediate Grades, Kansas City Public Schools; Elizabeth Rose, Teacher of English, Tuscaloosa High School, and Verner M. Sims, University of Alabama, chairman.

Part I: Problems Relating to the Choice of Things to Study

One of the fundamental assumptions made by the staff of the *Cooperative Study of School Problems* was that it is good for participants in such an undertaking to learn to make wise choices concerning problems for study. Such learning, in the staff's opinion, would be conditioned by three things:

1. The individual himself should have the opportunity and responsibility to decide what is best for study at any given time.
2. The choice should be made in as intelligent a way as the level of maturity of the participant permitted.
3. Opportunity for the participant to change his mind about what was best to study should be provided.

It bothered the staff that some individuals did not seem to decide for themselves what they should study. Rather, in some cases this decision seemed to have been made by the principal or superintendent, by some other teacher, by some committee or group back home, or even by some staff member.

Other participants seemed to have made a choice of what to study in a less intelligent way than the staff expected. Rather than growing out of an analysis of the needs of their own school and community or because of a concern for making certain improvements in their own teaching, some decisions seemed to have been unduly influenced by such factors as the recommendations of the new *Alabama Program of Study for the Secondary Schools*, the fact that the participants thought the staff wanted them to study certain things, a desire to work with some friend, the popularity of the study, or merely the necessity for having something to study.

Add to these problems a further concern on the part of the staff that many participants having once made a decision about what to study seemed to give little further thought to the question. Once having chosen, the matter was closed. Through loyalty to the choice, because "one must always complete what one starts," or simply through a refusal to reconsider it, the decision was final.

Thus, the staff faced three problems relating to the choice of what to study:

1. How could we get individuals to decide for themselves what was best to study?
2. How could we get them to make this choice in as intelligent a way as possible?
3. How could we get some participants to change after having made a choice?

What was done about these problems:

(In enumerating the things which the staff did in an effort to deal with these problems and with the other problems considered in this report, the committee did not attempt to pass judgment on the soundness of the action. To the discerning reader, however, some of the things done will undoubtedly appear consistent with, others inconsistent with, the assumptions underlying the endeavor.)

- a. The staff tried to get the participants to make some tentative decisions at home—both individually and as a member of a school group. Some staff members visited schools and talked with teachers about the best things to study. A mimeographed sheet suggesting, among other things, some procedures for making such decisions was sent to all prospective participants.
- b. Staff helpers were assigned to school groups the first day the groups met to "help participants get started."
- c. Many staff members tried to get participants to verbalize and to incorporate in their written records their reasons for thinking the problems chosen were best.

- d. Some staff members helped groups and individuals to set up bases for deciding what was best to study.
- e. Some staff members told participants what they thought were better problems to work on.
- f. In later work with participants some staff members raised again and again the question of what is best to study.
- g. Occasionally staff members encouraged participants to complete some problems as quickly as possible and then asked, "What next?"
- h. Sometimes staff members tried to arrange a situation where the teacher would have a better chance to choose; such as attempting to get the principal to redefine his own role in the group, or working with the members of a school group individually.
- i. When staff members felt that a participant had not made the best choice, they asked the individual to open the subject up again with other staff members or participants.

Characteristics of the study of participants which we interpret as indications of success were these:

1. Many participants made the decision as to what to study for themselves.
2. Numbers of principals and leaders of groups encouraged the members of their groups to make such decisions themselves.
3. The problems chosen by most participants grew directly out of experiences in their classrooms and the desire to improve their teaching.
4. Relatively little time was spent in study of such things as the mechanics of administration, schedule making, the extra-curriculum, assembly programs, etc.
5. Participants who changed their study usually chose problems more directly related to improved classroom instruction.
6. Many changes in the problems studied indicated a recognition of the need for giving thought and study to effective methods of working with pupils, patrons and other teachers.

Characteristics of the study which we interpret as indications of failure were these:

1. Many participants and some staff members saw the new *Alabama Program of Study for the Secondary Schools* as a study in itself, rather than conceiving it as a resource for aid in the study of problems growing out of the participant's own school and community.
2. Some participants studied only such problems as mechanical changes in the schedule, the reclassification of subject matter, or the introduction of "programs" such as guidance, recreation, the "core," etc.
3. Some participants chose for study problems of community improvement without considering the possible educational values involved in introducing such improvements through the schools.

After a review of the "problems relating to the choice of things to study," the committee recommends that in preparation for future workshops the staff give more study to good ways of giving guidance in the choice of things to study.

Ideas which have occurred to us during the preparation of this report follow:

1. There should be insistence that choices made prior to coming to a workshop be tentative, the final decision as to what to start studying to be made with staff guidance.

2. The groups should be encouraged to make a choice from many possibilities, in terms of the needs of the community and school, the facilities for study, etc.
3. Possibly the choices should be made by the individual working alone rather than by the individual working with his school group.
4. The staff should analyze for themselves what constitutes a "wise choice of problems."
5. Staff members should get from participants the reasons for their choices.
6. Staff members should not make the assumption that the first choice is either wise or unalterable. They should return often to the question: "Is what you are doing best?"
7. Staff members should help the participants set up criteria for determining choices.
8. Staff members should keep in mind that the end sought is not so much a wise choice to begin with as it is growth in wisdom to make choices.
9. Each staff member should try to work in a way that is consistent with the assumption that it is *good for each person to decide for himself* what is best to work on.
10. Staff members should make clear to participants the staff's position with reference to the problems of deciding what is best to study.
11. The staff should consider the possibility that it might be better for some individuals to make the choice of what to study within narrower limits than those normally found in a "workshop" situation; for example, within the limits found in certain courses offered on the campus.
12. The staff should examine critically the wisdom of participants coming with assignments, coming to study something for persons back home, or coming to plan and carry back a county or city-wide program which involves numbers of teachers "advancing on a uniform front," or which they hope to "sell" to the teachers back home.

Part II: Problems Relating to the Methods Used in Study

The staff assumed that it was good for participants to carry on *effective* study and particularly to grow in this ability. Without formally defining good study, certain aspects of the work of the participants gave the staff concern. These aspects were:

- A. The use of the available facilities for aid in study.
- B. The seeing and using of evaluation as a part of good study.
- C. The making and using of records in furthering study.
- D. The using of methods of study appropriate to the particular purposes.
- E. The development of the problems and topics chosen for study.
- F. The carrying of study through to action or planned action.
- G. The seeing of implications in the procedures of the workshop for work and study back home.

A. *The Use of Facilities for Study*

From the beginning of the work this summer, the staff was concerned that participants make more use of available resources for aid in study. This concern undoubtedly grew out of the limited uses that had been made of the facilities for study and help in study during previous summers.

In an attempt to get better use of facilities the following things were done:

1. A preliminary statement calling attention to available facilities was sent to participants.

2. At the opening meeting, resources for aid in study were discussed.
3. Staff helpers assigned to each group were commissioned to help acquaint participants with available facilities.
4. A directory was prepared calling attention to staff resources.
5. Many staff members working with groups or individuals called attention to and often accompanied participants in the investigation of possible facilities.
6. Staff members who led large-group study encouraged and directed the use of appropriate facilities.
7. Some staff members may have encouraged an interpretation of good use of facilities as meaning only extensive use.
8. Staff members, particularly the Director, asked questions of the participants concerning their use of available facilities.
9. Staff members often brought other staff members into conferences and meetings.
10. Staff members directed participants to other participants whom they thought might be of help.
11. Some staff members consciously strove to make group work contribute to the studies under way by the several individuals making up the group.
12. Staff helpers encouraged school groups to plan intelligent use of the educational conferences which were held on the campus during the summer.

Characteristics of the study which we interpret as indications of success were these:

1. There was a much wider use of facilities than in previous years, particularly of (a) the staff, (b) the campus training school and nursery school, (c) the library, (d) the local high school, (e) group meetings, (f) other departments of the University, and (g) other individual participants in the workshop.
2. There was a more intelligent and critical use of facilities, particularly of (a) "common interest" meetings, (b) the library, (c) staff members trained in fields other than the participant's particular field, and (d) the members of the participant's own school group.

Characteristics of the study which we interpret as indications of failure were:

1. In carrying out their study some participants became too dependent on certain staff members.
2. Some participants had too few contacts with the staff, particularly with part-time staff members and the consultants in subject-matter fields.
3. Some participants had too little continuity of contact with staff members.
4. Some sought aid only from staff members with backgrounds of experience in the participant's own field.
5. Some needs that might well have been met by "common interest" meetings were not met.
6. Some participants used such resources as the library, group meetings, and the campus training school as means of running away from their real problems.
7. Some participants did little or no reading even when staff members pointed out materials that they thought would be helpful with the study under way.

B. Seeing and Using Evaluation

Growing out of an early discussion in a staff meeting concerning grades, the question as to the relation between grades and evaluation was raised. This led to the appointment of "a committee to formulate some principles of evaluation."

The recommendations of this committee, as amended and adopted by the staff, were as follows:

1. That the staff ask each participant periodically to take his own record and, either with or without staff help, make suggestions for improving his own work. (These suggestions to become a part of the record of work.)
2. That the staff ask each school group periodically to take its record and, with or without staff help, make out some suggestions for improving its work. (These to become part of the record.)
3. That in the near future the Director parcel out the folders of participants to the several staff members. Each staff member will take the folders assigned him, read them, and make suggestions as to ways the various studies may be improved. (These suggestions to become a part of the record.)
4. That all common interest meetings give attention to ways of making their work better. That staff members who attend such meetings assume responsibility for seeing that thought is given to this. That records of such meetings be available for study in the files.
5. That the staff give attention to better ways of conducting staff meetings. That a meeting devoted to planning more effective staff meetings be held in the near future.
6. That the staff give more attention to carrying out decisions that are made by the staff and by representative groups from the participants.
7. That each staff member periodically examine the record of his own work and list ways to improve this work. (This list to become a part of his record.)
8. That the staff continue to give study to ways staff members may be more helpful to the participants.
9. That meetings of representatives from the several school groups be held each week or so for the purpose of "listing ways to improve the Study." (One such meeting had already been held.) The last of these meetings should be for the purpose of getting suggestions from participants for improving such work next summer.
10. That throughout the summer each staff member assume responsibility for jotting down ideas and ways to improve the work next year.
11. That a meeting or meetings of all participants be held at an early date for the purpose of considering the role of evaluation in good study and for submitting the report of this committee.

To a large extent, the recommendations made by this committee were acted upon, and influenced the study of the participants. Characteristics of the study which we interpret as indications of success:

1. Many participants and staff members accepted the most important role of evaluation as being that of contributing directly to the improvement of study.
2. Many participants began using this concept of evaluation in their own study.
3. Some began to see the possibility of using the same type of evaluation in their own schools.

Characteristics of the study which we interpret as indications of failure:

1. Because of the relatively late development of this concept of the role of evaluation it played a limited part in actually improving many of the studies under way and in improving the work of the staff.

C. The Making and Using of Records

Conceived of at first primarily as necessary for preparing a report on the summer's work and for justifying the work to the University at large, records gradually came to be thought of as aids in effective study. In the report of a planning committee which met prior to the opening of the workshop appeared the following:

This committee, after giving consideration to the suggestions made by the Elkmont group (a previous planning committee) in the minutes of their meeting, made the following recommendations:

1. That each individual keep a record of his own work.
2. That each school group keep a record of its work or study.
3. That representatives from the various school groups and the staff meet in a week, or after a week, to discuss the problem, "How to make our records better."

The following suggestions were given as to what records should contain:

1. What is being done?
2. Why we are doing it?
3. How much time is spent in work; particularly, should persons desiring credit keep an accurate record of time spent in working in the Cooperative Study?
4. Ideas and thoughts we may have about things we are going to do in our own job as a result of the summer's work. Implications we see in the work should be recorded.
5. Conclusions arrived at concerning our work; decisions and plans that we make should be recorded.

The only difference between individual and group records should be that in the group records particular attention be given to how a group works. In the individual records, each student should tell what he does. The committee is of the opinion that records should not be kept just for the sake of keeping records. Unless the records actually help us, there is no necessity for them.

The following suggestions were made by this committee relative to the uses of records:

1. Records are useful to send to the other members of the faculty who are not here. Such records will keep people back home informed as the work develops.
2. Records are useful in getting help from the staff.
3. Records are helpful in evaluating our own work.
4. Records are useful in planning the next steps in our work.

After study, the entire workshop group adopted the recommendations of this committee.

Since the staff had urged and the participants had agreed to keep records, the problem facing the staff became that of helping participants keep records that would be beneficial to them both directly and indirectly. In this connection the following things were done:

1. The staff checked folders to see how records were being kept.
2. The staff made suggestions as to ways of improving records.
3. The staff suggested possible uses of records.
4. The staff held a general meeting with the participants on what constituted a good record.

5. The staff referred certain participants to the records of others that were thought might be helpful.
6. The staff suggested summaries of the records.
7. The staff kept careful records of its own work.
8. Individual staff workers kept records of their own work.
9. All records were made available to all participants.

Characteristics of the study which we interpret as indications of success were:

1. Many participants did find their records helpful in their study.
2. Many participants saw the possibilities of using records to help their own pupils in study.
3. Much originality was displayed in the attempt to develop and use records.
4. Most persons wanted to take their records home with them.

Characteristics of the study which we interpret as indications of failure were:

1. Emphasis on *helpful* records was made relatively late in the summer's work.
2. Some participants never did find records helpful, and consequently kept them, if at all, only out of a sense of responsibility.

D. The Using of Methods of Study Appropriate to the Particular Purposes or Problems

The staff assumed that plans for study and methods of study should be determined by the purposes of the individual and the problems he was studying. During the previous summer, staff members had felt that many participants decided on plans for study and methods to use independent of and without regard to the nature of the problem they were studying. This resulted in such things as too fixed a schedule, some working always alone, others working only as a group, some doing only reading, some doing no reading, little use of participants other than those in a particular school group, the use of staff members in a rather routine way, etc.

This problem gave the staff such concern that this summer they sought to get participants consciously to plan their program of work and study in terms of the particular problems being studied or jobs to be done. Things which the staff or members of the staff did in attempting to attain this end were as follows:

1. Staff members recommended to the Planning Committee that participants consider varied ways of study.
2. The Planning Committee recommended that schedules of work be tentative only, that they be kept flexible.
3. The "staff helper" was commissioned to help groups plan the best ways to study particular problems.
4. Study of individual problems as well as school-wide problems was encouraged, which resulted in a diversified attack.
5. Participants were encouraged to investigate the possibility of aid in study from "common interest" meetings.
6. Such group meetings were organized by the staff if it was thought probable that they would further the purposes of certain individuals.
7. Staff members discouraged wholesale attendance at scheduled group meetings, asking each participant to justify attendance in terms of furtherance of the studies he had under way.
8. Staff members encouraged experienced participants to assume responsibility for helping less experienced ones, and encouraged the less experienced to seek aid from the experienced.

9. Staff members encouraged groups and individuals to plan their activities on a "day-by-day" basis rather than making a schedule to be followed throughout the term.
- 10 "Common interest" meetings were scheduled at varying hours rather than at a fixed hour of the day.

Characteristics interpreted as indications of success were:

1. An increase in the variety of ways of study in use, suggesting that more attention was given to the appropriateness of method of study for particular problems.
2. Changes made by individuals from time to time in their methods of study, indicating the same thing.
3. The flexibility of work schedules in many groups.
4. A willingness to change the schedule of work as new problems were undertaken.

Characteristics interpreted as indications of failure were:

1. Some group schedules, particularly those of larger groups, remained unchanged throughout the six weeks.
2. Some individuals consistently used the same and only one method of study throughout the term.
3. Some of the participants persisted in using method of study which the staff considered inappropriate for the particular problem being studied.
4. Some participants gave evidence of interpreting the staff's emphasis on "appropriateness of method" as meaning merely to use a variety of ways of study.

E. The Development of the Problem as the Study Progressed

As some of the participants studied their problems, the staff felt that expected developments in their study were not taking place. In some cases the staff hoped the study would broaden; in others they hoped the study would narrow down; in still others they hoped for clarity and definiteness, or for more realism. But these changes did not occur.

In the attempt to facilitate such developments in the study of participants, the staff did the following things:

1. When the study remained narrow, staff members, by questioning or by definite suggestions, sought to open new vistas.
2. Some staff members, who felt they were not succeeding with this, solicited the aid of other staff members either in staff meetings or individually.
3. When it was felt that too many problems were being undertaken, some staff members encouraged participants to make choices among various problems. Others told participants they were undertaking too much.
4. In cases where the study was vague or impractical, participants were encouraged to think of *how*, *when* and *where* they were going to use what they were learning.

Characteristics interpreted as indications of success were:

1. In most cases the development of the studies was as rapid as could be expected.
2. Many persons who came to "brush up" on their subject, or to "find out what is new in methods" went away with definite plans for improving their teaching.

3. Many studies which were very narrowly conceived, such as "making a schedule for next year," "working up a new reading list," or "deciding on the topics for faculty study next year," developed into major reorganizations in administration, teaching, or supervision.

Characteristics interpreted as indications of failure were:

1. Some persons conceived their job during the summer to be the preparation of a "term paper" or a minor thesis.
2. A few persons spent their entire summer in routine work such as assembling materials, preparing lists of units, re-shuffling subject matter, or examining the new state adopted textbooks.
3. One group spent the summer in writing a bulletin for the teachers of their county on the "Physical Education Program."
4. Some teachers carried on extensive investigations of recent trends in teaching but never got beyond the point of surveying the field.
5. One principal finished up the job that he came to do—got out a handbook for his teachers—and went home at the end of three weeks.

Reasons for lack of expected growth on the part of some individuals may have been as follows:

1. Failure of some participants to feel any need for working with the staff.
2. Lack of skill on the part of staff members in guiding growth.
3. The influence of past study patterns that grew out of such experiences as writing of term papers, working in a curriculum laboratory or county curriculum study, and participation in an earlier workshop.

F. The Carrying of Study Through to Action or Planned Action

In the minds of the staff, the Cooperative Study was focused directly on the improvement of practices in the schools from which the participants came. The staff was concerned that the end-point of study be action or planned action.

To this end, certain things were done:

1. During the spring, participants who had been in attendance at a previous workshop were asked to write the staff concerning changes that had taken place in their schools and communities as a result of their experience in the workshop.
2. Prior to the opening of the workshop the participants were encouraged to make tentative selections of problems which grew out of their desires or plans for improving their schools. This was done through preliminary visits and through certain communications.
3. At the opening meeting of the workshop, the Dean of the Summer School emphasized the improvement of their schools as the desired outcome of the work.
4. During the first days of the work, participants were asked to examine the needs of their own school and community as one basis for deciding on the best things to study.
5. Throughout the summer, staff members questioned participants as to the worth of their study and as to ways it would be helpful back home.
6. Participants were encouraged to prepare specific plans concerning what to do and how to do it, to choose materials, to make bibliographies, to write units, to acquire skills needed in teaching, to prepare or get instruments for use in work, etc.

7. Throughout the summer many staff members insisted that participants be realistic in their study, constantly questioning the practicality of proposals and plans.
8. Near the end of the term, the staff attempted to guide the study so that it would be focused on a continuation back home instead of being an end in itself. Rather than spending the last few days in the preparation of elaborate reports or in study for an examination, most of the participants spent this time chiefly in the refinement and perfection of plans for work back home.

Characteristics interpreted as indications of success were:

1. Many teachers planned for new courses that they were to teach.
2. Others planned specific improvements in their teaching, such as making their rooms more attractive, collecting new materials, developing new units, providing for pupil participation in planning, providing for individual needs and interests.
3. Some participants planned for pre-session conferences, year-round faculty study, and community adult study.
4. Some school groups made plans for providing new guidance services, arts and crafts experiences, club activities, community improvement programs, recreational programs, etc.
5. Most plans indicated that the participants were conscious of the fact that the educational values in proposed changes depend to a great extent upon the way the teacher works in bringing them about; that changes in the school or community, however much social value they may have, have educational value only in so far as they result in useful learnings.

Characteristics interpreted as indications of failure were:

1. Too many participants conceived the end-point of study to be the preparation of a "term paper" or a bulletin for their school or county.
2. Some participants had plans which they proposed to impose on other teachers or pupils back home, or at least they had made no specific plans for their effective use.
3. A few participants showed no evidence of going home with any plans whatever.
4. A few had masses of materials which were unorganized and unusable.
5. Some participants went home with impractical plans.
6. Some went home with plans that will probably result in little, if any, additional learnings of value for their pupils.

G. The Seeing of Implications in the Workshop Procedures for Work and Study Back Home

The staff thought they saw implications in the work of the Cooperative Study for education in general, and they sought to make participants conscious of these implications for their work back home.

Among the ways they attempted to do this were:

1. The staff sought the cooperation of the participants in the study of the many problems growing out of our working together. This was done through such means as the Planning Committee, the Grading Committee, meetings of representatives to plan improvements, meetings on the use of records, etc.
2. Frequently staff members raised questions with participants concerning the implications of the study here for their own teaching.

3. Near the conclusion of the workshop, groups were encouraged to write summaries which included plans for work back home.
4. The committee on grades emphasized the importance of the participants showing evidence of being able to carry over their method of work to other problems.
5. In a series of meetings where the question of evaluation was raised, the staff asked, "What are the implications of this concept of evaluation for your work back home?"

Characteristics interpreted as indications of success were:

1. Frequent comments were made by participants to the effect, "This could be done at home," "This would work in my classes," etc.
2. In many of the summaries found in the records at the close of the workshop there was evidence that plans made and procedures learned here would be used back home.
3. Answers to the question, "What are the implications of this concept of evaluation for your work back home," which was asked in a general meeting held near the close of the work and summarized by a committee, were as follows:
 - a. The principle of evaluation accepted here—that is, evaluation is not only a backward look to see what has been done but also forward to suggest improvements—can be used back home.
 - b. Evaluation techniques learned here can be carried back.
 - c. The pupil can take a larger part in evaluation—may evaluate his and the teacher's work, with or without teacher.
 - d. Evaluation of this type can help care for individual differences.
 - e. Such evaluation will also result in self-direction on part of pupils.
 - f. The teacher may evaluate her work and that of the pupils.
 - g. Evaluation must be in terms of the real purposes which the learner has.
 - h. Teachers must cooperatively attack the problem of evaluation.
 - i. Faculty must make frequent check on program and ways of working toward goals.
 - j. Examinations should be moved up in the year, as evaluation is no end result but is concerned with improving work.
 - k. Listing ways of improving work serves as focus for future work.

Characteristics interpreted as indications of failure were:

1. Some participants commented that the methods used in the workshop would not work except with mature students.
2. Some participants left with plans having total disregard of the methods of study used in the workshop.
3. Some participants misinterpreted the methods as involving students "doing whatever they wanted to."
4. The failure of a few participants to profit at all from the methods used would suggest that they would not try them on others.
5. Some participants left with a feeling of insecurity because they felt that certain staff members wanted them to use the same methods in their own teaching, yet they did not feel capable of using them.

Recommendations and Suggestions

After a study of the "problems relating to methods used in study," the committee recommends that, in the future, the staff give more consideration during both the preparatory period and throughout the summer's work to better ways of giving guid-

ance in doing effective study. Ideas which have occurred to members of the committee concerning this problem are:

1. Early in their preliminary preparation for the summer's work, the staff should set up their own conception of *good study*.
2. Early in their work the staff should give thought to what is the expected growth and development in a person's study and to ways and means of bringing about normal growth in study.
3. The staff should consciously strive to get the participants to develop and use effective means of study both there and at home.
4. Early in the work, the staff and the participants should decide together what constitutes a helpful record, and the uses records may have in furthering their study.
5. The staff should become alert to all the available facilities for study to the end that they lead the participants to discover and use such resources as will be helpful.
6. Throughout the entire period of such work the staff should encourage the participants to see and use evaluation as one of the elements of good study. Particularly should this be emphasized in the early days of the workshop.
7. The staff should seek to develop ways and means that will lead the participants to go back to their job with a greater feeling of security.
8. The staff should help the participants go home with feasible and workable plans for further study on the problems they have begun a study of and on other problems.
9. The staff should give more attention to the development of independence in study on the part of the participants.
10. The staff should recommend to the University that, in all departments concerned with teacher education, courses be set up in which teachers and prospective teachers may work on problems which they themselves have identified, problems relating to the improvement of their work in particular fields. For example, courses in problems in the teaching of English, the core curriculum, science, etc., could be set up where teachers could go with their own problems and expect to get help in the study of them. If such courses are set up, some plan should be worked out whereby the instructors in charge of them could pool their resources in such ways as to help one another and the students.
11. The staff should continue to emphasize the desirability of flexibility in study, and continue to seek with participants methods of study which will be appropriate to the participant's purposes and problems.

In summary, the staff of the *Cooperative Study of School Problems*, a workshop concerned with helping teachers acquire skill in the study of their own problems, recognized difficulties of two sorts; one relating to the choices which the teachers made of things to study; the second, relating to the methods which the teachers used in their study. As the staff identified specific problems in these two areas they planned attack on them and, particularly through the committee whose report has been presented here, they attempted evaluation of this attack. Finally, in the light of their experiences, they hope to re-attack these problems, and others which they may identify, with other groups another year. It is through such a process that those responsible for the education of teachers will themselves acquire the skill necessary to help teachers study directly the problems of improvement in their own teaching situations.

* * * * *

The preceding article and the one preceding it indicate the purpose, nature, and procedures of the Southern Association Study. They recount efforts made in workshops to add to the potential staff of the Study, to increase leadership, to secure the cooperation of schools and colleges, and to improve the efficacy of in-service teacher education. We turn now to accounts of educational undertakings in two widely separated parts of our country; one at Teachers College, Columbia University, and another at Stanford University. At these we find opportunities differing from each other and from those just recounted. We find different purposes, different approaches, and different ways of working. Inherent in these very differences are opportunities for the further development of educational leaders.

The Workshop for Science Teachers—Re-Education of a Teacher*

BY ETHEL BURNETT

High School Teacher, Sumter, South Carolina

A science workshop is certainly no new thing under the sun, but to a teacher attending one for the first time it can be a new and revitalizing experience. I know. I attended the Science Workshop at Teachers College, Columbia University, during the past summer and I say without qualification that it was the most stimulating experience which has come to me as a teacher. It has given me a new sense of responsibility and balanced it with the feeling that the responsibility is a privilege; it has given me a deeper appreciation of the place of science in our civilization and an increased understanding of the impact of technology on our social structure; it has convinced me that teaching science for science's sake must be replaced by teaching science for better living; it has convinced me further that such teaching makes a visible and a significant difference in a community; and it has sent me back to my classroom armed with a new store of information and a determination to do a more intelligent and meaningful kind of teaching.

It must be pointed out in the beginning that this is the reaction of an average, "run-of-the-mill" teacher. It is true that I attended the Workshop as one sent by the Southern Association Study, but I was not sent because of any outstanding teaching I had done. As a matter of fact, during my eight years of work in South Carolina schools, I have taught science largely from the textbook being used, with emphasis on learning the facts. While I have always tried to give students a general idea of the importance of science and its contributions to our welfare, I have never made any carefully organized attempt to make the facts of science functional in their lives. My college training in science focused attention on science for science's sake and not on its use for the improvement of living. Were it possible for college science

*The science teachers from the secondary schools of the Southern Study who attended the Workshop for Science Teachers during the summer of 1943 were Miss Ethel Burnett of Sumter High School, Sumter, South Carolina, and Miss Elizabeth Sutherland of Waynesboro High School, Waynesboro, Virginia. Mr. L. M. Harrison of the Training School of Louisiana State University spent two months visiting schools cooperating with the Bureau of Educational Research in Science and also attended the Workshop. Personal letters from Dr. S. R. Powers, Director of the Bureau of Educational Research in Science, to the Director of the Southern Association Study state that these representatives acquitted themselves with distinction.

While all of the reports of the Workshop for Science Teachers contained interesting and worth-while material, this account prepared by Miss Ethel Burnett, "The Workshop for Science Teachers—Re-Education of a Teacher," was selected for publication.

teachers who are preparing students for the teaching profession to direct their efforts toward science study for the improvement of living, the value of college science courses might be greatly increased. My teaching, as a result of not having this emphasis demonstrated to me, has never been centered in the problems of students or community. Indeed, I have not known the problems except in a general way. The needs and interests of students have been of secondary concern, and what information I have collected about students has been casual and incidental.

Naturally, then, I have felt that if I knew the subject matter and if I saw that students learned it, my job was done. In that respect I have been conscientious, going to summer school to study subject matter for increased information, and reading enough to keep up with progress in the various fields. In such a program courses in education have had no place. Honestly feeling that a science teacher could profit little by what they had to offer, I have steered clear of them. I accepted the opportunity of going to the Workshop because the description of it made it seem the kind of education course which might be different. And it was!

Such a description of myself as an average teacher is not intended as adverse criticism, of myself or other average teachers. I have done my duty as I have seen it—the duty of teaching the facts of science—and it is my belief that hundreds of teachers have been doing just that. What the Workshop has done to my point of view it can do to that of others. And I am convinced that we in the South are especially in need of the improved science teaching which will come only from teachers who somehow acquire the necessary awareness of the privilege and responsibility which is theirs.

It is impossible for me to say whether or not the Teachers College Workshop is in any respect unique since I have no basis for comparison. It is impossible to capture on paper the spirit of the work done there; the experience of attending would be necessary for that. But a description of the organization and plan of work may serve to give a fairly good picture of what goes on in the Workshop.

The Teachers College Science Workshop is directed by Dr. Samuel Ralph Powers, Professor of Natural Sciences, and Administrative Officer of the Bureau of Educational Research in Science. During the past summer there were two other staff members: Dr. Anita D. Laton who worked closely with Dr. Powers, sharing the responsibility of leadership, and Dr. Elsa M. Meder, who assisted as needed. Both Dr. Laton and Dr. Meder are Research Associates of the Bureau. In addition to the staff, there were visiting consultants who were called in to lecture informally on problems in the field in which they were experts. Most of these consultants were connected with Teachers College or Columbia University in some capacity and will be identified in the course of further discussion.

The Workshop seems to have grown out of the accomplishments of the Bureau of Educational Research in Science. I do not propose to attempt to trace its development. Suffice it to say that the Bureau, operating since its establishment under a grant from the General Education Board, has for the past three years been conducting special investigations and experiments in science teaching in a number of schools in Eastern, North-Central, and Great-Lakes states. The dominant idea in all these experiments is to improve the science courses in such a way that they have more student appeal and at the same time provide the student with the information he needs for solving problems of living happily and productively in his community. The teachers in these experimental courses work with and under the guidance of the Bureau, coming together in the summer to report progress, make plans for continuing the work, discuss problems, and consult with Bureau staff members and each other. In so doing, they form the nucleus of the Workshop. Any other person

who wishes to attend is welcome to do so and has thrown open to him, then, the resources of these teachers, the Bureau Staff, Teachers College, Columbia University, and New York City.

When I say that other teachers are welcome, I mean exactly that. Dr. Powers, Dr. Laton, and Dr. Meder immediately gave every assurance that they were glad to have us there, were interested in our problems, and eager to give every possible aid in making the work practical and worth while. They seemed especially interested in our Southern group. Together the eight Southern teachers represented the states of South Carolina (there were two of us from South Carolina), Georgia, Virginia, Tennessee, Kentucky, Louisiana, and Texas. Other states represented were Ohio, Indiana, Iowa, Nebraska, New York, and New Jersey. Outnumbering any other regional group, we put a Southern accent on the discussions of general problems. The welcome given the Workshop group was further evidenced when Dr. and Mrs. Powers entertained us at tea in their home, affording everybody an opportunity for meeting in an informal way all staff members of the Department of Natural Sciences. It was a real welcome, one designed, I am sure, to put everything on an easy, natural footing and to give everybody the feeling of working together for a common cause.

Before the plan of work is discussed, it seems appropriate that more be said concerning Dr. Powers. For many years prominently identified with the best in science education, he is the guiding spirit of the Workshop. His great earnestness and seriousness of purpose are evident in everything he says and make a deep impression. He is concerned for the welfare of boys and girls and believes that schools have a tremendous responsibility for helping them to understand themselves in their relation to the world and to find their proper places as useful citizens. On science teachers he places a large measure of the responsibility, believing that the alert, up-to-date science teacher has a special competence for supplying information which will be useful in making proper adjustments. Because we live in a scientific age and the impact of technology must be reckoned with to greater and greater degree, the science teachers should be the persons best equipped for interpreting to students the conditions of living which they face. If Dr. Powers' credo for science teaching could be summed up in one sentence, the statement would be simple and direct: Teach students the science they can use to make them better citizens in improved communities. Dr. Powers deplors the fact that we have not been able to get away from the idea that students in high school science classes must be prepared for college. With 80 per cent of our high school graduates *not* going on to college, too many teachers concentrate their efforts on the 20 per cent who do go. Dr. Powers believes, of course, that *every* student needs science, and needs it to be taught him as an interesting and useful tool. More than any other one thing it was Dr. Powers' view of the role of the science teacher which impressed me with a new sense of responsibility, which gave me the feeling of a mission to be fulfilled, a call not to be denied.

The plan of the Workshop was a simple, two-part program. First, the entire group met every day for the purposes of discussing general problems, consulting with the visiting experts, and hearing reports from the cooperating schools. Second, every member of the group did individual work on the problem which he selected for concentrated attention, with a view toward introducing the study of the problem into his classes. Reports of progress were made from time to time to Dr. Powers or Dr. Laton, who were ready with guidance and suggestions when needed.

The general problems mentioned above were selected by the staff, selection being based on the anticipated needs and interests of the group. They were as follows:

1. What are the biological and psychological bases of conflict between racial and cultural groups? What is the responsibility of science teaching in the promotion of better intercultural relations?
2. What is the relation between biological resources and the quality of living? Are natural resources intelligently utilized?
3. What are the needs to be met in improving personal and public health?
4. What is the effect of technology on our way of life?

It was suggested that we do as much reading as possible on these problems, reading lists being supplied as needed.

Discussion of the first-named problem ran through several days, with Dr. Washburn, anatomist from the College of Physicians and Surgeons, coming to us as consultant. Dr. Washburn gave two lectures, the first of which he devoted to explanation of the anatomical differences between races, and the second to a tracing of the origin of modern races and a consideration of the question of racial superiority or inferiority. His lectures supplied the facts needed in approaching a study of intercultural relations from a scientific point of view—the only approach which has any chance of eliminating emotional and prejudiced thinking. As a result of the lectures and discussion following them, a committee of Workshop members worked out suggestions for teaching in the field of intercultural relations, to be used by anyone who wished to do so.

The second and third problems were not kept at all separate in discussion. Dr. Harold Clark, Professor of Education and an economist, was present at two meetings to talk of the utilization of resources in relation to the quality of living. Dr. Clark is a consultant in a study being conducted through the Alfred Sloan Foundation in three states, Florida, Kentucky, and Vermont, to determine how much influence the school can have in improving the diet, the clothing, and the housing conditions in a community. The schools are attempting to bring about a recognition of the need of using community resources for making improvements and of adapting housing, diet, and clothing to the environment. Tangible results are being achieved in the actual betterment of conditions. Dr. Clark described the work of the schools, making the point that other schools can do what they are doing. Dr. Wilson, who works in the field of health education, also talked of the need of improved diet and living conditions necessary for good health, and made suggestions for organizing the health program in schools to make it most effective.

Dr. C. C. Furnas, former Yale professor and now a Curtiss-Wright engineer, was present at one meeting to talk of the future of energy and mineral supplies, and of the impact of technology on our post-war world. He packed more interesting and vital information into an hour and a half of talking than any other man I have ever heard. Major Dienst of the Second Corps Area, U. S. Army, was called in to make suggestions about pre-induction training of high school students. He placed a high value on pre-induction courses as outlined by the Army, and added that the schools have a responsibility in preparing boys and girls morally and spiritually for the life they face upon entering the Armed Forces.

All the speakers considered the problems under discussion from the long-time point of view as well as from the immediate, pointing out that the schools do not need to take stop-gap measures, but to adapt programs in such a way that the training and experience given students will have permanent value. The consultants made few suggestions concerning teaching methods. Their purpose was to supply information. Plans for using the information were worked out by committees as indicated in the discussion of intercultural relations.

The reports given by the teachers of the cooperating schools were for the most part

progress reports in which the work of the 1942-43 school term was described. The past summer marked the end of the three-year period designated for the experiments and investigations in these schools. To the Workshop members who knew little or nothing of the work which had been going on the reports were really thrilling. They showed especially that student interest in problem-centered courses is very keen with students working eagerly because they have the feeling of being personally concerned in the material studied. Several of the schools are using courses of an integrated type, a science being combined with a social science or an English course in such a way that the subject matter of one course is interpreted or put to use in the other. In some cases the integrated course becomes the core-course of the grade in which it is given. It is usually handled by two teachers in a double period, both teachers present for the whole period. As an illustration, the biology-English course given in the tenth grade at the Lincoln School of Teachers will serve.

The traditional biology course at Lincoln School has been replaced by an integrated English-biology course, informally called *Problems of Human Living*. The emphasis in this experiment is to help students understand their growth and development in a meaningful social perspective. Study begins with consideration of the individual as a biological organism and continues with problems associated with understanding oneself and the interrelations with other organisms and one's physical environment. Problems of personal, family, and community living are all taken up. The subject matter of the science serves as the basis of composition work in English and determines the selection of reading material. No textbook is used. Moving pictures, laboratory work, field work in nursery schools and hospitals, observation of young children brought into the laboratory, all contribute to the learning experiences. Written or oral reports on these activities are required, emphasis being put on having these reports given clearly and concisely. Creative writing is encouraged. The big undertaking of the course is the preparation of an autobiography which must be interesting and readable and at the same time a sound scientific study of the student's life and personality. This course is the core-course required of all students in the tenth grade. The teachers who handle this course gave a three-hour report on it, and held to the last moment the complete attention of the listeners, so great was their enthusiasm for it and its results.

The Bronx High School of Science is using a five-credit course which is an integration of English, social studies, science, art, and mathematics. A chosen group of ninth grade students was given this course when first introduced, and a control group kept to the ordinary curriculum. Results have been such that the entire grade is now given the integrated work. Centers of study are orientation, personal problems, relation of student to community in war time, health, housing, racial relations, energy and materials, etc. The centers of study are changed as the teachers feel a necessity for it. The course is carefully planned during the summer by the cooperating teachers, and the planning is kept up during the year, time for it being put into the teacher's schedule.

The Arsenal Technical High School introduced into its curriculum this fall, if things worked out as planned, a combined English-biology course worked out on a foundation of community study. The plan was reported to the Bureau in a Workshop meeting just before the close of the session.

In the physical sciences the integrated course is being experimented with to some extent, but in others the course is kept separate and adapted to community problems. One of the most interesting reports came from the George Rogers Clark High School in Hammond, Indiana, an industrial center. This high school is located in a residential section of the city, the students coming from industrial families

with moderate incomes. About 20 per cent of the students go to college. The chemistry course there has been developed into one centering around Hammond's industrial life. The industries are studied in the relation of chemistry to them. Chemists from the industrial laboratories are consulted concerning the personal and academic qualifications of would-be laboratory workers. During the past year, many students from the chemistry classes have gone directly into the laboratories and have been able to give good service. Students from these classes do well when they go to college. The first semester of the course is devoted largely to the fundamentals of chemistry, the second semester being given over to the practical work.

These are but a few of the cooperating schools. Reports from all are similar: students participate with enthusiasm feeling that they are getting something worthwhile and immediately useful; teachers say they would never go back to any other kind of teaching. The reports from these schools serve several purposes. There is an opportunity to give and receive constructive criticism, to exchange ideas, to learn of the mistakes of others and be warned against them. Above all, the reports show the new workshop members what has been done and how well it has succeeded.

It is obvious from the descriptions that textbooks are not followed closely, that a variety of reference material would be needed, along with experiments, visual aids, interviews, etc. It takes more than one textbook to get a broad enough view of a subject even when studied just for the sake of the subject. For the problem-centered course, textbooks can never suffice. The more enriching material a teacher can get into a program, the better the program is likely to be. Incidentally no problem-centered course can ever become a fixed thing. It must constantly be re-planned and revised as new classes with different needs and interests come along. Only a basic plan can be adhered to.

The individual work one does is always the part of a course which has greatest meaning. So in the Workshop, the problem on which each of us worked became the subject of greatest interest and occupied the greater portion of time. In guiding us to intelligent selection of a problem Dr. Powers had definite suggestions. Taking the view that any teacher who really wants to do a good job must first of all know community and students thoroughly, he presented a plan for making a careful study to obtain the needed information. For community study he listed the following for investigation:

1. Natural resources and all phases of their utilization;
2. Sources of water, food, power, new materials;
3. Destination of manufactured products;
4. Flow of materials through a community;
5. Economic status of people;
6. Educational and cultural status;
7. Health status;
8. Cultural and race relations;
9. Housing conditions;
10. Available occupations.

For the study of students his suggestions were equally definite. Teachers should have the following facts concerning students if possible:

1. Intelligence quotient;
2. Age;
3. Condition of health;
4. Physiological maturity;
5. Size of family;

6. Others in home;
7. Housing conditions;
8. Responsibility in home;
9. Economic level;
10. Cultural and social background;
11. Leisure time activities;
12. Plans for future;
13. Interest in world at large;
14. Adjustment to school life.

A comprehensive study of a community such as the one outlined requires that one seek information from many sources. Much of the material has been compiled in standard references. Local libraries, departments of health, chambers of commerce, school and community officials, may supply additional information. Interviews with older citizens will help. Most important of all a teacher must take an active interest in community life to know firsthand what goes on there. While it is possible for any one person to make a somewhat detailed study of his community, it is easier for several teachers to do it together. In one of the cooperating schools, a group of fifteen teachers undertook such a project. Their combined reports are to be used as a sort of source book of information by any classes that need it.

A knowledge of students would have to come from questionnaires, personal interviews, and home visits. Here again, a teacher's active participation in community life is a valuable source of information. In no case will a teacher know students or community without making a definite effort to do so.

This idea of knowing community and students, and centering teaching around their problems is the core around which the Workshop is built. It is the one idea Workshop members must accept as fundamental to good teaching.

The community study made by every newcomer to the Workshop was the guide to selection of the problem to be given concentrated attention. Once it was chosen, the working out of the problem became the plan for putting into actual operation methods similar to those described so enthusiastically by other teachers. After considerable floundering around in the multitude of problems we have in the South, I settled on a study of housing, my purpose being to work it out in such a way that I could use it in a physics course. Now I am well aware that physics has remained the traditional course to as great an extent as any subject. I am further aware that there is now a great need for giving students an honest-to-goodness physics course which will prepare them for the training they just take in the Army or some other branch of service. But I am firm in my conviction that a study of housing can be made an integral part of physics without detracting in any way from the value of the course. Every student lives in a house and naturally has an interest in his home. He probably hopes some day to build one for his own family. Physics students are most likely to be the engineers and architects, contractors, professional men, who will design to build houses or have them built. If the principles of physics can be applied to a problem in which every student has a natural interest, the principles should come alive for him, and make the course one to which he can contribute interest and information.

I am convinced that there is a need for a study of housing in our Southern schools. We have too long taken for granted the idea that the South must accept its low economic level as a thing of necessity, and continue to be the Nation's Economic Problem Number One. We have too long looked placidly on our shabby farm-houses, share-croppers' homes, Negro cabins, and called them picturesque. We have too long accepted a low health standard, our people suffering needlessly from malaria,

typhoid fever, undernourishment, and other ills—all curable. While the schools can bring about change only slowly, they *can* bring it. And the school is the one institution which extends its influence to all the people.

If our housing conditions in the South are to be improved, it is necessary to know what an adequate Southern house is. It is at once obvious that it must be a house which is safe, comfortable, and healthful. Making a house safe, comfortable, and healthful is a problem in physics, it seems to me. So I have taken my physics textbook and gone through it, making an outline indicating the places in which the principles can be applied to housing. As the material is studied and it is shown what conditions ought to be, I expect to have the class examine their own houses and others in Sumter and check their adequacies and inadequacies. I expect that to work into a study of general housing conditions in the state, getting figures from the 1940 Census Reports. A study of housing will have many ramifications, and I do not expect to go into many of them in one year. The aim I have in mind in undertaking the study this year is to make a beginning at centering teaching around a problem. I believe that the students in my physics course should at the end of the year know the physics, have a clear idea of what adequate housing is from the scientific and practical point of view, have a comprehensive idea of actual housing conditions as they exist and an awareness of the problem as one concerning each of them directly and personally.

The textbook used in physics here is divided into sections on mechanics, heat, electricity, light, and sound. The following outline, though tentative, will indicate the plan.

I. Introduction

- A. Motivation by brief overview of community conditions
- B. Statement of problem

II. Housing as related to mechanics

A. Problems of construction

- 1. Materials available and suitable for use in Sumter
- 2. Comparison of materials for strength, durability, etc.
- 3. Methods of testing materials for strength
- 4. Examination of sources of unbiased reports on structural properties

B. Uses of water

- 1. Sewage disposal

(Here would enter the question of sanitary disposal of sewage where water is not available, with an examination of conditions in the community.)

- 2. Other uses

III. Study of heat as related to housing

- A. Proper construction for keeping warm in winter and reasonably cool in summer

- 1. Weather tight construction, double walls, closed foundation
- 2. Use of insulation to prevent heat loss in winter, heat gain in summer
 - a. Devices
 - (1) Weather-stripping
 - (2) Calking
 - (3) Double windows, storm doors (Question of need of these in South)
 - (4) Packing walls and ceiling with insulating material
 - b. Materials
 - (1) Rock wool and other loose-fill materials

- (2) Asbestos mats
 - (3) Fiber board
 - c. Criteria for selection of insulating material
 - (1) Durability
 - (2) Chemical activity
 - (3) Resistance to fire, moisture, and vermin
 - (4) Cost
 - (5) Low heat conductivity
 - d. Physical principles involved
 - 3. Provision against air infiltration
 - B. Relation of heat conservation in winter to protection from heat in summer
 - 1. Examination of data showing that insulation is protection against summer heat
 - 2. Additional methods of summer cooling
 - a. Construction especially designed for use in summer
 - b. Attic fans
 - c. Air-conditioning equipment
 - C. Devices for heating the house
 - 1. Fireplace
 - 2. Heating stove
 - 3. Hot air systems
 - 4. Hot water heat
 - 5. Steam heat
 - 6. Gas
 - 7. Electricity

Note: A study of the advantages and disadvantages would of course enter here, with examination of types of heating used in community and its efficiency.
 - D. Distribution of heat—heat transfer
 - 1. Methods
 - 2. Variability in transfer for different materials
 - 3. Sources of heat loss
 - E. Fuels and fuel values—Comparative costs and efficiency
 - F. Ventilation and humidity
 - 1. How to obtain proper conditions
 - 2. Relation to health
 - G. Refrigeration of foods
 - 1. Types of refrigerators—comparisons
 - 2. Relation to health
- IV. Electricity
- A. Protection against fire and accident due to faulty wiring or equipment
 - B. Economical use of electricity
 - C. Repair and maintenance of equipment
- V. Light
- A. Standards of home illumination
 - B. Measurement of illumination
 - C. Types of lighting—comparisons
 - D. Prevention of glare
 - E. Painting to give greatest reflection
 - F. Proportion of window space needed for adequate light

VI. Sound

- A. Physical effects of noise
- B. Prevention of noise from plumbing
- C. Insulation as sound-proofing material

VII. Summarizing questions

- A. What is an adequate house from a scientific and practical point of view?
- B. Are the houses in Sumter adequate according to these standards?
- C. What is the relation between housing and health?
- D. What will the house of the future be?

This outline indicates only briefly the possibilities. Reference materials will have to be collected, charts and graphs made, architects invited to visit the class, and field trips taken. A variety of activities can accompany such study. Emphasis will be put on the comparison of community conditions to acceptable standards.

I have presented this plan to William Henry Shaw, Superintendent of Schools and Principal of the High School. He gave it his ready approval and seemed to consider it workable and timely. I am not so optimistic as to expect any immediate practical results in improved housing, of course. I feel that if I can begin to develop in students an awareness of problems and a desire for better living for everybody in the community, I shall have made the first step toward practical achievement. If I can one time succeed in teaching functional science in an organized way I shall have broken from old habits and turned my face in a new direction.

I expect to run into difficulties and to be discouraged at times. But I should feel forever guilty if I should go back to my classes in the same old way, ignoring what I have learned. I am resolved to teach students the science they can use to make them better citizens in improved communities.

Note

It seems appropriate here to mention the fact that Miss Elizabeth Sutherland and Mr. L. M. Harrison also participated actively in the Workshop for Science Teachers and gave consideration to plans to be developed during their regular work.

Miss Sutherland gave much time to study of nutrition and made tentative plans for an experiment to be worked out cooperatively in the school and community of Waynesboro, Virginia.

Mr. Harrison writes concerning his plans:

Under his (Dr. S. R. Powers') direction I made a survey of the resources and problems of the State of Louisiana to be used in my course, Materials and Methods in Science Teaching, in the College of Education, Louisiana State University. The emphasis is placed on how science can help in the conservation of soils, mineral resources, wildlife, the production of food and the study of nutrition needs, health and sanitation, water supply, and housing and safety. Plans for this year's work are to help train science teachers in the technique of making a community survey and to help them develop teaching materials with the emphasis on how science can help in meeting these problems, trying to make science functional by relating it to the actual problems of the community in everyday life.

The table of contents of the survey submitted to Dr. S. R. Powers on the State of Louisiana follows:

1. Brief History of Louisiana
2. Physical Features and Climate

3. Population
4. Education
5. Health
6. Housing
7. Transportation
8. Mineral Resources
9. Forests
10. Agricultural Resources
11. Soils
12. Seafoods
13. Fur
14. Conclusions
15. Tables and Maps
16. Bibliography

Copies of this report will be made available to all the student teachers in science and will serve as a basis for developing a science program in their communities.

Stanford University Workshop: Social Education for Victory and Postwar Reconstruction*

(In this account the visits to schools cooperating in the Stanford Social Education Investigation and attendance at the Workshop are considered integral parts of the same undertaking.)

Two social studies teachers from schools participating in the Southern Association Study, Miss Mary Lee Anderson of Peabody Training School, Milledgeville, Georgia; and Miss Jennie Ramsey, Benham High School, Benham, Kentucky, left the latter part of March for Stanford University. They spent two weeks at the University making plans for their stay of four and one-half months in the West and particularly for visits to the ten educational centers cooperating in the Stanford Social Education Investigation.¹ In preparation for the Workshop eight weeks were spent visiting schools in educational centers located in California, Colorado, Oregon, Utah, and Washington; and a similar period in the Workshop. Miss Eleanor Wall, social studies teacher of Thomas Jefferson High School, Port Arthur, Texas, joined Miss Anderson and Miss Ramsey at the beginning of the Workshop. Scholarships were granted these teachers for the purpose of reviewing the materials produced in the Stanford Social Education Investigation, meeting and working with the teachers of the schools that participated in the Investigation, making contacts with leaders of national and international reputation, and discussing points of view concerning the teaching of social studies and of the preparation of resource units.

*Compiled from materials furnished by Misses Mary Lee Anderson, Jennie Ramsay, and Eleanor Wall.—Ed.

¹ As stated in the *Plan for the Stanford Social Education Investigation*, the project was intended to contribute to general education in the following ways: (1) aid in clarifying educational purposes and values for social studies teachers; (2) establish closer cooperation between the work of the university and the work of the public school; (3) demonstrate virtues and deficiencies of various types of curricular organizations, materials, and teaching and evaluation techniques; (4) utilize research results already available in the social sciences and in education; (5) test the value of an in-service educational program for teachers; (6) develop teaching and evaluation techniques for various curricular needs in the social studies; and (7) aid directly in the task of developing social competence through social studies instruction in the cooperating schools and, to some extent, in education generally.

Visits to Cooperating Schools

The ten school centers visited by Misses Anderson and Ramsey were:

California: Fortuna—Union High School; Long Beach—David Star Jordan High School; Los Angeles—Gompers Junior High School; Menlo Park—Menlo School and Junior College; Pasadena—Washington Junior High School and Wilson Junior High School; Redwood City—Sequoia High School;
Colorado: Denver—Baker Junior High School, South High School, and West High School;
Oregon: Eugene—Eugene High School and Theodore Roosevelt Junior High School;
Utah: Salt Lake City—Bryant Junior High School and East High School;
Washington: Seattle—Broadway High School, Franklin High School, Garfield High School, and Lincoln High School.

The notes of the visitors included the following comments, some favorable and some unfavorable:

"One school in practicing democracy in the schoolroom used as its motto, 'With every privilege there is a corresponding responsibility.' It seemed that this motto must have meant more than a mere group of words to the student body because the students in accepting this responsibility appeared to have developed necessary leadership. Groups and individuals moved about freely in schoolrooms as each pursued his own problem. One room was working on 'Better Understanding of People in Other Countries.' A pupil checked the roll while the teacher made a list of those who wished to use the period in the library. She also checked with anyone who saw a need for changing his plan of work. During the rest of the period, students who stayed in the room browsed among books and worked on the problem according to previously made plans.

On the board, I noticed this outline for a progress report:

<i>Progress Report No. 1</i>	Date Due
Committee chairman	
Committee members	
Country chosen	
Topics to be studied by your group	Name of student or students taking topics
.....
.....

<i>Progress Report No. 2</i>	Date Due
Bibliography you have gathered	
Plan of procedure—Progress (topics)	
Brief summary of findings to date	
Manner in which you are going to give your report	
Also on the board was this list of suggested ways of reporting:	
1. Scrapbooks	
2. Posters or maps	
3. Graphs or charts	
4. Displays or exhibits	

5. Written reports
6. Oral reports
7. Bibliography
8. Book reports
9. Outside speaker
10. Interview

"After observing the students at work for awhile, I asked one of the boys about his work. He told me that he and two other boys had chosen to study Japan. In telling me about their plan for reporting, he remarked that he liked to work in this manner because he felt that he learned more. In this room the pupil-teacher relationship as well as the pupil-pupil relationship appeared wholesome and conducive to good work..."

"Many schools in the West have a double period each day known as social education or general education period, during which problems of various types are discussed. . . ."

"In one school a ninth grade group in general education was making a study of vocations. In this group, they listed the types of vocations. Students made suggestions freely. Each person wrote his own suggestion on the board, and a discussion of present day trends followed. The teacher always directed the discussion toward making a choice of a vocation. The group divided into committees to work according to their interests, but each committee planned to report its findings to the group at a later date. Various books on the subject were found in the room library. In this room the working situation was good and the pupil-teacher relationship appeared excellent. . . ."

"In other schools English and social science were definitely related. I visited some speech classes which were using current world problems as subjects of their speeches. . . ."

"In some instances it appeared that there were departmental jealousies—each department seeming to have as its goal to build the individual department, regardless of pupil development. . . ."

"In talking with teachers, I learned that in many instances classroom procedures had been changed because of work done with the Investigation. Rather than follow textbooks as they are written, teachers were working on current topics and tracing causes back to earlier history. Some classrooms appeared to be managed almost entirely by students, the teachers being members of the class groups. . . ."

"This is a smaller place with a rural air that is much more in keeping with our background. Everybody here, children and grownups, work in the fields in the summer. Many of the classes were discussing the plan for summer harvesting of the crops—cherries, flax, beets, carrots, or work in the cannery. . . ."

"Attended a most interesting institute using motion pictures, dramatization, music, and reading to get over the idea of children's needs. There is a study course for high school teachers given once a week in the winter for which the University of Utah gives credit. An interesting element in the Salt Lake plan is the articulation year between elementary and junior high school. The seventh and eighth grades have been combined into the articulation group and some students do the work in one year while others are held for two years. The social studies on the articulation level is built around the community; in the 9th year around regional problems; the 10th year around world problems; and the upper level around world problems, United States History, Sociology, Psychology. . . ."

A summary of the observations of the visitors indicates the following:

Articulation of the work done in elementary, junior high, and senior high schools seems to be usually satisfactory.

Most of the schools make provision for some class periods of two hours and some three hours in length. In the schedule of nearly all of the schools visited there is a long period frequently designated for general education. A number of the others have a long period during which certain subjects are combined under the direction of one teacher, with planning being done cooperatively by the two teachers concerned in the combination of subjects. In most of the classes children seem to dislike the long period classes.

It appears that insufficient provision is made in a majority of the schools visited for slow students and bright students.

The operation of schools on a democratic basis was in evidence in a limited number of the schools visited.

Units of instruction are usually organized by the teachers and come from the central office.

Serious efforts are being made by most of the schools to improve the means used for reporting pupils' progress to parents.

More time is being provided in the regular schedule for teachers to plan and learn on the job.

Good in-service teacher-education programs appear to be well developed in most of the schools visited.

Extensive testing programs were in evidence, but it seemed that limited use was made of the results.

In a number of schools teachers sign in upon arrival at school and sign out upon leaving.

There was excellent equipment in all schools.

The visitors were a bit surprised to find that in a number of the schools the desks were in rows and fastened to the floor.

In some of the schools one of the results of participation in the Stanford Social Education Investigation is a daily planning period for teachers. In many of the schools there were evidences of interest in the improvement of instruction.

The visitors felt that the opportunity to get first-hand information concerning work done in the schools cooperating in the Stanford Social Education Investigation was helpful in that it enabled them to see other teachers at work and to discuss their problems with them. This, too, was desirable preparation for the Workshop.

The Workshop

Organization, Problems, and Procedures

The activities of the Workshop were centered around the findings of the Stanford Social Education Investigation which was concluded this year. The staff under the direction of Dr. Grayson N. Kefauver and Dr. I. James Quillen invited representatives from different parts of the country to come to Stanford to contribute to and share in the findings of the Investigation. The Workshop group was small, containing only eighteen members. An abundance of well-selected material was provided for their use. They had access to the University library, the Education library, and the special library for social studies teachers. In addition to regular group meetings in which staff members led the discussions time was provided for individual and small group conferences with one or more staff members. Different Workshop members participated in panel discussions on certain aspects of education. One

hour each day for four weeks was spent attending movies which it was thought might prove serviceable to the teachers in their work during the year. Most of the work done in the large group was comparable to a seminar. Occasionally the entire group helped to plan meetings, but usually these were the responsibility of the staff.

The group spent most of its time working on three topics: (1) Inter-ethnic Relations, (2) Postwar Problems, (3) Postwar Education. One of the major purposes of the staff seemed to be to give the participants a broader outlook on world affairs. To this end several people of national and international prominence lectured to the group. At times different members of the staff lectured on the subjects in which they were well qualified. "We read and had conferences, after which we wrote resource units." Some of these were written on the following subjects: War and General Education, Personal Security and Adjustment, Orientation, Occupations, International Relations, Community Resources, Inter-ethnic Relations, International Relations and Postwar World Organization. Considerable emphasis was placed by the staff on getting source units written. A copy of the work done by each group was given to the other groups.

Recreation and Social Activities

Quotations from the reports of the visitors show that in addition to work other things were done: "Our social activities were frequent, simple, and very satisfactory. The staff members initiated these activities by giving a party the first week. This was followed by bridge games, a treasure hunt, a bingo party, a buffet supper, and a party that seemed much like a carnival. We ate luncheon as a group at a small dining room every Friday until too many majors and captains came to the campus. These luncheons were very informal and delightful.

"We made several trips to San Francisco. One trip to the city was made in response to an invitation to dinner with a group of Quakers and Negro educators in the heart of Chinatown. The San Franciscans talked very interestingly of their Japanese friends who were sent to internment camps.

"Town Hall meeting of the Air held a meeting at Stanford Memorial Hall. The subject for discussion was, 'Should Western Supremacy Be Restored in East Asia After the War?' We enjoyed the show and got a thrill out of being a very silent part of a national program. Twice we heard the London String Quartet. John Charles Thomas' music was even better in person than over the radio. We enjoyed the music of the chapel organist on Sunday afternoon and of the splendid student choir Sunday morning. The Sunday morning talks of Dr. Alton Trueblood, the chapel minister, were most enjoyable."

Reactions of Teachers

The visitors expressed appreciation for the cordial treatment accorded them by the faculties of the participating schools and the workshop staff. "Certainly one was soon at ease and felt a member of the group."

Those who visited the schools cooperating in the Stanford Investigation mentioned the experiences in the schools and the opportunities for travel as being of great value:

Since learning has long since ceased to mean just something that takes place in a classroom, but the sum total of all experience, it is utterly impossible to separate learning that came from travel, from directed observation in the schools, from Stanford classrooms, from meeting people, from every waking moment, into individual cubicles. What a tragedy that so many of us Americans live and die without having any real conception of the country that is ours or understanding knowledge of the people we are! Because we have never seen the one or met the other! Teachers everywhere, South, West, and North and East, are teaching American geography, history, culture,

economics, politics, sociology, to American children out of books from a background of book and hearsay knowledge—and it isn't enough. It does not correct the misinformation, the misunderstandings, the wrong impressions. Is it too fanciful to hope that some day an educational tour of America will become a required part of every teacher's educational preparation for her job?

The opportunity to exchange experiences and views and to understand better the people of other parts of our country was appreciated by the visitors. "Learning the viewpoint of different sections of the country on pertinent sectional questions was very interesting. I have learned that the real attitudes of people in regard to sectional problems cannot be fully understood merely by reading from books. It seems necessary to live in a particular section in order to understand its problems."

The reports of the visitors show that they were impressed with the need of clarifying the understanding of the Southern Region of the United States by those with whom they came in contact.

How much alike we Americans are! How many characteristics, reactions, habits of thought, ideals, principles, ideas, and customs we have in common! in spite of our many differences there is no doubt of our oneness. And how little we know it!

As teachers, it is our job to see to it that Southern children get the facts about other sections and do our part to eliminate misunderstanding based on misinformation and wrong impressions.

In the lines and between the lines there is evidence of confidence gained, or greater security as a result of the visit of social studies teachers in the West. "I am now more than ever convinced that the things we are doing are sound. . . . Visiting school-rooms gives you confidence in what you are doing. You find that all of the troubles in teaching don't happen in your own schoolroom and that all of the good teaching does not occur elsewhere. . . . It seems that many of the schools of the South have ideas just as up-to-date as those of other parts of our country."

There is agreement among the visitors that their outlook on the social studies field is broader after having visited schools in the West and after having participated in the Workshop on Social Education for Victory and Postwar Reconstruction.

II. Accounts of Explorations by Individual Teachers

Throughout the work of the Southern Association Study, individual teachers, administrators, and school faculties have been encouraged to make and carry out plans for the improvement of their schools. During the first years of the Study there was little inclination to publish anything in connection with this work since it was believed that many years would be required for teachers to gain sufficient confidence, knowledge, and skill to attempt changes in their procedures. Beginning in 1941 under the direction of staff members of the Southern Association Study, and with the assistance particularly of Robert Sugg Fleming, a former staff member of the Study, now in the United States Army, efforts were made to get individual teachers to keep records of their investigations and explorations with a view to publishing them. A few of these accounts have appeared prior to this time. They indicate the successes and failures experienced by teachers as they have made efforts to find a better approach to their work.

The Contribution of the Library to the Work of Benham High School

BY MRS. ALLIE GORDON KAYLOR

High School Librarian, Benham, Kentucky

The Benham Library had its beginning in the fall of 1921, when a doorway in the superintendent's office was closed and shelves were inserted to house a collection of fifty books which had been secured by donations and money raised from entertainments. In the fall of 1922, Mr. John A. Dotson became superintendent of the Benham School and under his direction the books were catalogued. A list of the books was kept in a small composition book and a card system made it possible to keep account of them, yet in an unsatisfactory way. Through entertainments and gifts the library grew to about 500 volumes by 1928. In January, 1928, the book collection was moved into a room provided for it in the new building which had just been completed. At this time the Harlan County Board of Education appropriated \$300.00 for books. From this time until the fall of 1933 about \$250.00 a year was spent on the library through funds received from plays and entertainments. Several book drives in the community sponsored by high school classes added to the collection. Many of them were of little value, but some were very worth while. The Dewey Decimal system was installed in 1928 by a part-time librarian who gave half her time to the home economics department.

In 1933 Benham School had its first full-time librarian. During the summer before her arrival two large archways were cut between the library room and the study hall and a circulation desk was built across one of these openings on the study hall side. A space over the stage in the gymnasium was finished to make a little storage room opening into the library to be used jointly by the library and the music department for storage, by the commercial department for mimeographing and dittoing, and by the journalism groups for printing and typing the daily and the monthly school papers. Although the new librarian found a large collection of books on the shelves, some of them had been improperly classified; many were not catalogued; there was only a partial accession record, a meager card catalogue, and almost no shelf list. It was impossible to tell what had been recorded and catalogued until a complete check of everything on the shelves was made against each record. It took a whole year with the other work to be done to get all these records straightened out and brought up to date.

A system of using students for library helpers for checking books in and out had been used by the part-time librarians. This system was continued by the full-time librarian, and students who helped her received club credit for their services. They could do this work instead of joining a club, and this group was called the Library Club. The work period schedule was arranged so that a student worked during his study hall period. The members of the Library Club and the new librarian set up standards for the selection of library helpers. These helpers were given an opportunity to advance as rapidly as possible in library service so long as other work was of good quality. In addition to checking books in and out they developed skills in and helped with shelf reading, checking books, typing lists, orders, letters, cards, accessioning, copying cards for the catalogue, making book cards and book pockets, typing reports, lettering, collating new books, entering trade items, pasting in book pockets and date slips, mending alphabetizing cards for the card catalogue, helping with inventory, checking new magazines, stamping them, and making lists of all kinds. Some of these students did so well at these jobs that they were recommended for

similar jobs in college and were able to help pay their college expenses. One girl worked so satisfactorily in a college library that the librarian offered to pay her expenses to library school. Girls who did typing when they were sophomores and juniors did so well that when they became seniors the superintendent took them for his office secretaries and the librarian had to break in new typists.

Beginning in 1933, the library received an annual appropriation of \$250.00 for library expenses including books, magazines, equipment, mending materials, and cataloguing materials. For several years, the high school appropriation was supplemented by funds from the sale of candy in the halls at recess time, the noon hour, and after school. One year a Book Week play was given, and several times the library sponsored a booth at the school Halloween carnival which is an annual affair sponsored by the Benham School to give the children and adults of Benham a place of amusement on Halloween and at the same time make money for the school. In September, 1934 the first appropriation for an elementary school library was made effective and has continued each year. Books for this collection were selected by the elementary school teachers, ordered by the librarian, and on arrival were catalogued by the librarian and placed in the elementary schoolrooms because there was no room available for an elementary library. At the same time the elementary school library started with a \$100.00 appropriation, the Benham Negro School received an appropriation of \$25.00 for a library. This was raised to \$100.00 in 1935. The Negro School faculty selected the books which were ordered and catalogued by the Benham School librarian.

Library science lessons were taught first to freshman classes during English period for twelve weeks. A special class after school hours was offered for those in other classes who had not received this training. In 1935 it was decided that library science should begin in the seventh grade instead of the ninth grade. The librarian met these groups once a week at English period all year.

Desks were used in the library study hall until the fall of 1936, when they were replaced with new library tables and folding chairs. In 1937 the folding chairs were replaced by library chairs. From time to time during the years 1933-1938 other pieces of library equipment were secured—a newspaper rack, a magazine rack, a 15-tray card catalogue file, two 4-drawer sections of steel vertical file, a typewriter, several table dictionary stands, magazine holders, checking files, and cataloguing files. The *Readers Guide* was subscribed for and in 1937-1938 the record of all the files of magazines was completed so that the *Readers Guide* could be use to greater advantage. This record was field on cards so that it could be added to as needed.

Until 1938, every student in high school was required to read nine books a year from a list set up for his grade by the English teachers. In 1934, the librarian and the English teachers revised all the reading lists so that they included some modern titles. During 1935-1936 a study was made which showed that an average 13.7 books were checked out per child for that year or one book every two weeks. Twenty-three students had not checked out any books. Three of these were girls. The boys had an average of fourteen books checked out while the girls had an average of 13.3. Only one senior had not checked out any books. Among the six girls and six boys who had checked out the most books, that is the boy and girl from each class from the seventh through the twelfth grades, all but two were average or superior students. The annual report for 1936-1937 states that during this year the teachers required more reference work from the students and that the library was crowded all the time. Before this the library was little used by any except the English Department. There were no circulation records kept before 1933. The circulation for 1933-1934 was

6,838 books, or a monthly average of 760 books. At that time students were getting all books from the desk and were coming inside the library by special permit only. By 1938 the circulation was 8,395 books for the year, or a monthly average of 932 books. At the end of the year 1933-1934 when the records had all been brought up to date there were 1,923 books on the shelves. The library had spent \$253.99 that year. In 1938 there were 2,591 books, and the library had spent \$332.49. The elementary school library had spent \$128.48 and had 559 books.

For several years the librarian had selected most of the books because the teachers did not send in requests. One of the English teachers was wide awake and came in often to talk with the librarian about books for her department; so she got what she asked for, and the librarian tried to select readable books in other fields, added several new titles in fiction, and bought duplicate and replacement copies of those titles that were called for often. She also started a reference collection and added sets of encyclopedias. Until 1938 all titles were selected from the "Standard Catalog of Books for High School Libraries" because it was accepted by the state. The superintendent often made requests and placed notices of new books in the teachers' boxes. In 1936-1938 the social science teacher built up the history section by requesting books on American, English, ancient, and medieval history, which were being taught at that time. Some French books and books on France and some books of stories by French authors were ordered by the French teachers. Teachers were waking up to the fact that outside reading could be done in departments other than English.

When Benham High School was accepted as one of the thirty-three schools to participate in the Southern Study, five staff representatives, including the librarian, were sent to the Nashville Conference during the summer of 1938 to work on plans for a program of work which would be more serviceable to the Benham students. It was understood that the library would have an important part in this program, and it was necessary that the librarian be well informed as to the philosophy and all plans of the staff. As they worked, the librarian was able to bring books, mimeographed materials, and book lists to them. When the staff had reached some conclusions as to how they would begin work for the school year, they began to think about new things to work upon and new materials to use. The librarian kept lists of all books which the staff thought they or other staff members might use and also made lists of her own. During the last week of the conference several book orders were sent off. These books were on hand ready for cataloguing the first day of school.

The staff decided to experiment with several groups of students in freedom of exploration of materials by working with several books instead of one textbook. To do this they needed books available in the rooms, and the librarian arranged with the teachers to set up small room libraries which would be taken care of by some student in the group who would be the room librarian. Students in these groups paid a book fee instead of buying textbooks, and the money was used to buy several kinds of books. Sometimes these groups invited the librarian in to discuss materials and to help select new materials. The English Department book report requirements were abolished and the students set up files in their rooms and kept lists of their reading. The teachers checked these files often. The English teacher reported that her students were doing more reading and were choosing better books than before. In 1939-1940 one of the room librarians made a study of the amount of reading done by students. In his report to the librarian, he wrote, "There is a two hundred per cent increase in reading in the senior class alone due to the fact the library is what they themselves have chosen and they themselves have become familiar with

the material in the libraries." A question box prepared by a student committee on school problems was placed in the library for questions or suggestions which were later presented to the student body in panel discussions or round-table meetings. Students often made suggestions through this box for books which they would like to have. The less timid students came directly to the librarian and made their requests.

As the new books arrived the students were so anxious to use them that members of one of the English-social-science groups volunteered to help get them ready. Those who could type accessioned and typed book cards, book pockets, and catalogue cards from a master copy for each book made by the librarian; others collated, entered the trade items, checked orders and invoices and teacher requests; some pasted book pockets and date slips in the books when they were ready; one boy lettered the books and another shellacked them; some looked up author numbers; two girls who had helped the librarian after school with cataloguing were able to check the "Standard Catalog" for class numbers and subject headings. The librarian checked all this work as it went along and assigned class numbers and subject headings to all books that could not be located by the students in the catalogues and the students finished them. There were quite a few of these because it had been decided at the conference that it would no longer be advisable to hold entirely to this list since a wider selection of books was needed to give the students more reading experience and greater scope to serve as a basis for comparison of opinions.

A summer library program was worked out with the superintendent, the librarian, and students who had asked that the library remain open during the vacation months. Rules were formed and arrangements made for adult sponsors and student librarians. The adult sponsors were parents who were willing to come to the library and stay during the open hours. The librarians were students with library experience. The library was open one evening a week. The project seemed to be successful, and requests were made for similar arrangements the following summer.

At the Chapel Hill Conference in 1939, the faculty decided that study halls as such would be discontinued because all the groups would be trying workshop procedures, and the librarian would have time to help out in the English-social-science area. The study hall had been equipped to accommodate 130 pupils every period. Under the new plan such a large number of seats would no longer be necessary; so all except ten tables and sixty chairs were moved out. Students would not be assigned to the study hall and library but would come to the library to work or read as they found it desirable.

The second semester of the previous year the librarian had taken a seventh grade English class and a ninth grade English class when one of the teachers left. With this and workshop experience, she was willing to take a seventh grade English-social-science group for an hour and half every afternoon. Library science lessons were combined with this work so that the children learned to use library materials. During the second semester these groups went to other teachers so that a group of freshmen boys might come to the librarian for similar experiences. These boys met first as a group to plan their work, then divided.

Students found it desirable to confer often with the librarian both individually and in groups and request orders of necessary materials. They selected and requested books, magazines, pamphlets, bulletins, and other materials that would be useful to them. Sometimes students wished to own copies of certain books for their personal libraries and they came to the librarian and asked her to order books for them to be paid for on arrival. All of the teachers made numerous requests, but funds were insufficient to take care of them. Magazines were ordered for the

room libraries as well as the main library. Every room had a room library and a room librarian.

Because the students paid book fees instead of buying textbooks, the library had to buy many books to meet the demands of their studies. Money from the fees collected supplemented the regular appropriation. Some of the necessary materials added by the library to facilitate the work of teachers and students included information on landscaping, forestry, mechanics, aeronautics, automobiles, beauty culture, secretarial science, advanced library science, current problems, census reports, architecture, interior decoration, gardening, agriculture, chemiculture, mechanical drawing, and self-improvement.

Before the passing of the study hall, students had used library permits to go into the library. Now they were free to go and come from the stack room as necessary, and when this room was full they could check a book or books out on a reading slip to use in the large reading room. The stack room was a small, crowded, poorly ventilated room because it had only one outside window. In it were two long tables, chairs, the vertical file and the card catalogue. The librarian was anxious to improve the situation, but because of the way the school was now working with students she thought it would be more effective as a student project. A library council was formed which met at regular intervals or on call. It was composed of the officers of the several different groups on the library staff—circulation assistants, shelf readers, menders, typists, room librarians, magazine assistants, and office helpers. The council proved to be a very enthusiastic group and was anxious to do something worth while. In talking with them the librarian brought out some of the complaints made by students and faculty concerning the noise made by groups in the library and the lack of space in the stack room. They were interested and began to think and talk about ways of improving the library—not only the physical conditions, but the library service and student attitudes toward the library. Because they were not familiar with library interiors and knew little about library equipment, furnishings, and arrangements, they wrote for catalogues from several library supply firms and other material for examination and study. After this the mechanical drawing class of senior boys was called in to assist.

There was a need for more classrooms in the school, and one faculty member had rather insisted for some time that the large reading room be cut up into several small classrooms. The librarian reported this to the council. After careful study, the conclusion was reached that the whole library should be moved into the large reading room because it had such good possibilities for arrangement of book shelves, ventilation, natural lighting, adequate room for table space, and was conveniently located. Using measurements and floor plans furnished them by the mechanical drawing boys and by doing a lot of measuring and figuring themselves they were able to make plans for the wall shelving and some movable shelving which could be built by the shop boys. When all plans were made and carefully checked they were submitted by the Library Council to Superintendent Dotson. He was so pleased with them that he had all the measurements checked and carried the plans to the summer conference at Richmond, where he presented them to the group of Benham representatives when the matter of physical changes in the Benham School was taken up. The plans were accepted, and Mr. Dotson made a special trip to Benham to arrange for a special appropriation to carry them out.

Before school opened, the shop boys moved all the books and the wall shelving from the small room into the large room. They closed both archways with partitions, built shelves on both sides of each partition, cut an opening into the workroom and put in a glass door. Then they covered the old entrance with shelving, placed

the circulation desk at the right of the library entrance, and started work at once on movable shelving. Before long the library boasted of other equipment, too, flower stands for the windows, a book truck, a book display rack, bulletin boards, and extra filing cases. These things were built by the shop boys and were paid for from the special appropriation made for new equipment and remodeling in the school. The room was divided into reading centers for convenience of locating materials and to add to its appearance. A reading center for magazines, newspapers, and general reading was provided at one end of the room where the general books were shelved. Five tables with chairs, the magazine rack, the newspaper rack, and a flower stand were placed in this section. It was set off from the other side of the room by four sections of new, low, movable, double shelves. At the opposite end of the room a browsing corner was set up. Two lounge chairs were built by the shop boys. Some floor lamps which had been given to the school by the theatre were renewed with shades and extra extension cords. Sectional book shelves were placed in this corner, and fiction and biography were placed in them.

The section near the entrance of the room was used by a small counseling group which had to meet in the library. During the day other groups met here for work in English grammar, story writing, etiquette study, study of the war situation, etc. All of these were groups that could work quietly and met with the librarian because the English-social-science departments were overcrowded. There were five tables with chairs in this section and a small movable blackboard. The vertical file, picture file, college catalogue file, publishers file, card catalogue, and new book display rack were in this end of the room. The reference books and encyclopedias were placed on this side of the center shelving so that they were readily accessible to all students for use in the reading room. This placed all quick reference materials near the entrance. Potted plants of all kinds were collected and brought in by the counseling group which met in the library. They also painted the flower pots and got additional stands for them. These together with the collection of pottery, the bulletin boards, a series of Shakespearean scenes, and a collection of historical Kentucky buildings purchased by the Kentucky Club which the librarian had sponsored, made the room very attractive. One of the most popular things was a submarine garden which fascinated the children as they watched it grow from mere "rocks." A new electric clock placed over the door added to the efficiency of the room. The workroom now was a lighter, more conveniently arranged room, accessible to the book menders, typists, magazine users, and small conference groups. It was now used for library purposes only instead of a storage room for the whole school, although it was still a passageway into a storage room beyond.

Trouble with discipline seemed to be a thing of the past. Students came to the library for a real purpose. They were orderly and appreciated the quiet and attractive room. They were proud of the reading room and brought visitors to see it. Old "grads" were enthusiastic over the changes and agreed with the students that the library was "more like a living room at home" than a library in the school.

Not only is the library attractive but it serves the pupils, teachers, and patrons in many ways and contributes significantly to the efforts made to better living conditions and brightens the lives of the people of this interesting coal-mining town deep in the hills of Kentucky.

Attempts to Meet the English Needs of College Preparatory Seniors in Waynesboro High School

BY MARY GREENE

High School Teacher, Waynesboro, Virginia

This report, a review of a year's work with a group of college preparatory seniors in Waynesboro High School, Waynesboro, Virginia, is an attempt to show ways of arriving at and ways of meeting the English needs of these high school seniors planning to attend college. In writing the report, the teacher has included excerpts from students' papers and from letters written to the students by heads of English departments in various colleges.

Waynesboro High School is located in the industrial town of Waynesboro in the Valley of Virginia, with the Blue Ridge Mountains to the east and with excellent agricultural, fruit growing, and grazing sections to the north, south, and west. Of the 525 pupils, there were 118 seniors, 36 of whom were enrolled in college preparatory English.

The English (language arts) was combined with history (social studies) in double periods for freshmen, sophomores, and juniors. In the senior year, however, English was taught separately. There were two sections of college-preparatory senior English and three sections of business English and non-college English. Since the college-bound students took other college-preparatory subjects, they quite naturally grouped themselves into the same sections for English.

This division in senior English had been made for a number of years; in some years stricter division was made than in others. On several occasions the faculty had considered the advisability of separating the college preparatory from the non-college English groups. Since there were many student requests for the college preparatory group, and both teacher and students found it a rather satisfactory way of working, the practice was continued. Because there was individual work, differentiation could be made in college preparatory work and non-college work in the same class, but in separate groups it was easier to carry on discussions and evaluations. Several pupils had done college preparatory work in a non-college group and vice versa. However, the majority of the college preparatory group this year were interested in going to college.

In one of the opening discussions of the college preparatory class, various types of colleges were discussed. In order to get exact requirements in English for entrants and the nature of freshman college English, the class members composed letters and sent them to fifteen colleges. It was thought that if pupils could get a clear picture of what would be expected of them, their achievements might be higher. Portions of replies from some of the colleges follow:

1. *From two leading woman's liberal arts colleges*

"The most common defect in preparation that we find among the freshmen is that they have not had enough practice in composition—or in other words that they do not write enough English themes in high school.

"The freshman English course at is divided equally between composition and literature. Weekly themes are required and four quarter papers."

"I think that the more practice you have in writing themes the better prepared you will be for freshman English."

2. *From a business college* --

"We find high school graduates somewhat deficient in the knowledge of English or rather the knowledge of English that is necessary for them to have to become good business men and good business women. We, therefore, cover in our English course all the fundamentals of English, leading on through analysis and word construction, then take up a considerable amount of composition work and apply the principles of English grammar to these.

"High school seniors planning to enter a business college would do well to acquaint themselves with the fundamentals of English grammar. They should give as much time as possible to the study of words, their spelling, meaning, and use. Composition should be included in this work."

3. *From a state teachers college*

"The freshmen students are primarily concerned with learning the tools of effective expression, that is, with dictation, sentence structure, punctuation, paragraphing, the gathering of material, outlining and organizing it into the major types of English composition. It is in the freshman courses that the foundation for effective speaking, writing, and reading the English language is laid.

"For prospective college students, I would suggest that you arrange your course of study to give you a thorough knowledge of English grammar, English composition, spelling, punctuation, the choice and the use of words, a comprehensive knowledge of the types, forms, and content of English and American literature which belongs to the high school level. Stress interpretative reading and studying literary masterpieces."

4. *From two state universities*

"My personal feeling is that what the high school seniors need most is a good thorough course in English grammar and as much reading as possible in standard works of English literature."

"It is the experience of all the teachers of the English staff that students need more thorough training in English grammar, composition (including the making of logical outlines), spelling, and a good vocabulary; I think that more students fail because of an insufficient vocabulary, poor spelling, lack of the fundamentals of English grammar, and inability to express themselves in logical and grammatically correct sentences."

5. *From two military schools*

"The most important training that can be given in your high school English is that in composition; most of our students come to us inadequately prepared in this respect."

"Your interesting letter of inquiry reached my desk this morning. In passing, I wish to inform you that it is the first letter of the sort that I have received from a class in high school. Such letters from other colleges and from the heads of preparatory schools come frequently, but not from the students. You are to be praised for your initiative and serious interest in your own welfare.

"What I think you need most is the ability to speak and write clearly and correctly. That, I think, is the chief aim of all training in the fundamental courses in English. This requires a knowledge of correct grammar and usage, an ease in using various types of sentence structure (and this brings in the necessity for proper punctuation), and practice in organizing and outlining the ma-

terial for a whole composition. One's spelling should be good, not noticeably bad as is so often the case.

"All of our freshmen take the same course in English three times a week for the year. In the first semester attention is centered mostly on a review of a few trouble spots in grammar, spelling, punctuation, and capitalization; a consideration of sentence structure, paragraph writing, organization of the composition, and letter writing; and a consideration of some of the different kinds of exposition. In all cases exercises and original writing supplement the textbook work. In the second semester, the course covers argumentation, description, and narration."

After the students had read the letters to the class, one student agreed to tabulate the findings. Thus one could readily see what skills were stressed by the colleges and how many colleges stressed them. The student put this tabulation on the board for further consideration and study.

These replies and the tabulation were very helpful in bringing the students to a realization of the nature and seriousness of college preparatory work.

Another way of familiarizing the students with college requirements in English was by getting student opinion. Freshmen college students visiting in the school would gladly discuss their English work in college with the group. Several Waynesboro alumni led discussions of freshman college English during the school session.

After getting information from these sources on requirements of colleges, tests were given for the purpose of determining students' needs. These tests included writing a theme, doing oral work, and taking standardized tests on reading, vocabulary, and general English (including pronunciation, punctuation, capitalization, grammar usage).

Before giving the standardized tests, much time was spent in explaining the purpose for taking the tests and in creating an atmosphere for taking them. The teacher emphasized the fact that the tests were not being given for the purpose of "getting grades," but for the purpose of finding out where the student was with respect to certain English skills. The results of the standardized tests given in September, 1941 and May, 1942 are given below:

Traxler Silent Reading Test¹

No. taking Test		Class Median		Standardized Median	Highest Score Made		Lowest Score Made	
Sept.	May	Sept.	May		Sept.	May	Sept.	May
35	35	72	72	69	88	100	51	57

Markham Vocabulary Test²

35	35	83	85	82	107	107	61	57
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Cross English Test³

35	35	143	144	138	162	165	116	122
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The results of these three standardized tests were for the same thirty-five pupils, both in September and in May. The class median on reading was the same in May

¹ Traxler High School Reading Test (For grades 10, 11, and 12) Public School Publishing Company, Bloomington, Illinois.

² English Vocabulary Tests for High School and College Students by Markham. Public School Publishing Company.

³ Cross English Test by Cross. World Book Company, New York.

as in September; the May class medians in vocabulary and grammar showed a rise of two points and one point respectively over the September medians. The class medians were higher than the standardized medians for all three tests in September as well as in May. The highest score made by the class on reading in May was twelve points higher than the highest score made in September; on vocabulary, the same in May and September; on grammar, three points higher in May than in September. The lowest score made by the class in reading in May was six points higher than the lowest score made in September; on vocabulary, four points lower in May than in September; on grammar, six points higher in May than in September.

After the student had a diagnosis of his needs, he was ready to begin work. As a result of taking the reading test, the students who were below the median did some special work in self-improvement in reading, working especially on comprehension. To help with this work, suggestions were obtained from the booklet, *Self-Improvement in Reading*.⁴

The vocabulary test helped the student to find out whether his vocabulary was below par. After taking the test, each student drew up an individual plan for vocabulary building. (This plan for vocabulary building will be described later.) The plan used to strengthen the weaknesses as revealed in the grammar test is also explained later.

Since most of the colleges emphasized composition work, it was decided in class discussion that a theme was to be handed in on an average of once a month with volunteer writing coming in at any time. All these papers were checked carefully by the teacher who noted mistakes in spelling, punctuation, capitalization, sentence structure, grammar, paragraphing, and commented on content and organization. After the first few themes had been checked, the students and the teacher decided that papers that had more than five mistakes in the mechanics of writing were to be revised. Papers were returned to the students and all errors were discussed in individual conferences. A follow up was planned to prevent the recurrence of errors.

A study of grammar was carried along with the composition work. The teacher and a committee of students compiled a list of grammatical terms and parts of grammar from the suggestions made in the letters from colleges and the tabulations of the Standardized Test results. This list with a space beside each item for the scores was given to each student, so that the student could follow the order of the study and keep a record of his scores.

The list follows:

- | | |
|----------------------------------|------------------------------------|
| 1. Sentence sense | 12. Irregular verbs |
| 2. Subject and verb | 13. Punctuation (comma) |
| 3. Objects | 14. Adjectives and adverbs |
| 4. Parts of speech | 15. Spelling |
| 5. Case of pronouns | 16. Verbals |
| 6. Verb forms | 17. Phrases |
| 7. Grammatical terms illustrated | 18. Clauses |
| 8. Agreement | 19. Compound and complex sentences |
| 9. Apostrophe | 20. Adding suffixes and prefixes |
| 10. Capitalization | 21. Punctuation |
| 11. Grammatical terms recognized | |

Since this group of students was working for college recommendation, it was agreed that there be mastery of these skills. The group stayed together on discussion and on taking the first test on each phase in order as listed. References were studied and

⁴ By Pitkin-Newton-Langham. Published by McGraw-Hill.

exercises from texts were written in preparation for the test in each topic. Explanations and discussions were held concerning each topic also. Then if the test showed that the student did not understand the work, he was to report when convenient and do further work, and take a re-test. Students who understood the work came to help the others. As tests, forms A, B, C, and D of "Practice Leaves in English Fundamentals"⁵ were used. The students did not have to pay for these tests since they wrote their responses on paper and the printed tests were used in other classes.

On an average of once a month each student was given an opportunity to recommend some reading, some radio program, or some movie that he liked especially. Records of these were kept on filing cards by the students. The teacher gave written, individual comments on this oral work to those who wanted them. Such questions as the following were considered in the comments:

1. Did the speaker stand well?
2. Did the speaker hold the group's interest?
3. Did the speaker make himself easily heard and clearly understood?
4. Did the speaker seem to be at ease?

Along with the course in survey of English literature, the student was given a list of available books on and by English authors, from which he was to read and review several. The list was arranged according to types, and the students were encouraged to read from as many types as possible. However, this was not required nor was any designated book or any number of books required. The student was to read something to his liking that would throw light upon the part of English literature upon which he was working at the time. Some class time was given to this reading and to the discussion of the reading, in which students had an opportunity to recommend selections to their classmates.

At the beginning of the year each student was asked to secure a copy of "Getting Acquainted With Words,"⁶ a dictionary notebook. In this booklet the student kept the unfamiliar words that he came across while studying or reading. Also, there space was provided for the following information about each word entered by the student:

Where you found it	Meaning	Where you have seen it since	How it is used
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Each student was encouraged to keep information about the words that would help him most. In the course of the school year, quite a few pupils had filled the book, which contained space for more than 100 words. The students found it convenient to keep the dictionary booklet in their notebooks so they would have it with them at all times and could use it at school or at home. Since the booklet was the property of the student, he took it with him at the end of school and continued to use it.

A small dictionary was put in each desk in the classroom; thus the students could conveniently look up many words without going to the library to do so.

Some examples of words used in sentences by students follow:

1. After her recital, the audience realized how *versatile* she was.
2. I had some difficulty getting accustomed to their advertising *media*.
3. He was an *advocate* of the new plan.
4. She placed the pitcher in the *niche* in the wall.
5. I heartily dislike *hypocrisy*.
6. Measles was *prevalent* in that town.

⁵ By Logan, Cleveland, and Hoffman, published by D. C. Heath, New York.

⁶ Published by Scott, Foresman.

7. He is a *profound* thinker.
8. He is *unscrupulous* in his business dealings.
9. She is the most *factionous* member of the club.
10. The leader of the band bowed in a *pompous* manner.
11. She was a member of the lawyer's *clientele*.
12. He had a *demotion* in the army.
13. It was an amusing *repartee*.
14. He is suffering from *delusions*.
15. They listened to the *curfew*.
16. He realized the *futility* of the task.
17. The owl is a *nocturnal* bird.
18. They had an *invincible* army.
19. That was a *cynical* remark.
20. She was one of his *contemporaries*.
21. Without guns and ammunition the army was *impotent*.
22. She seemed very *inane* at the reception.
23. Send in two box tops or reasonable *facsimiles*.
24. She made a joke of his *premonition*.
25. She had the *audacity* to come after she had sent her regrets.
26. This is an *excerpt* from one of Poe's works.
27. The lion seemed most *vicious*.
28. She was *hilarious* all during the party.

At intervals each student was asked to hand in his list of words, and tests were made in which the student used the words in sentences or in a connected report. Emphasis was placed on learning to use the word in a sentence rather than learning just the definition. Since the pupil selected his own words on which to work, there was more interest than if the teacher had given all pupils the same list.

Students' Evaluations Written During Class Period

Since there was not as much space as formerly for student comment on the reports to parents, during one class period the student wrote his comment on another piece of paper. This writing was done after the English work had been discussed, and after each student had reviewed his work by looking at it in his folder. The teacher put the following suggestions for writing the evaluations on the board in the classroom where the students did the writing:

1. What I have accomplished;
2. How I have benefited by English work;
3. What has been of value and why;
4. Difficulties I have encountered;
5. Changes in my thinking that have developed as a result of this work;
6. Concrete evidences I have of work done;
7. Skills in which I have improved;
8. Interests I would like to pursue and continue to follow.

Some of the student comments follow:

"I have found that in just the small amount of time that has been spent on English work I have accomplished various things.

"All forms of English will be worked on by the time the course is finished. Already, I have found that the forms we have studied help me in my work. Quite often when I read newspapers, magazines, or books I noticed that some

of the sentences did not seem to be correct. I could not distinguish what was wrong, but I knew that something was not correct. Now, after having studied sentence sense, I know what is wrong. Also, when writing letters or any other original written work, it is easier to form sentences due to studying sentence sense.

"If asked to name what phase of work has been the most valuable to me, I should say that all of it is valuable, and I do not think that I could do without any part.

"As only natural, I have had a few difficulties. I feel, however, that these could have been avoided if I had studied my work more carefully. . . .

"I like the way that we work on vocabulary. In listing words that I do not know the meaning of, I naturally do not skim over words that I do not know, but actually look for them. Also the book that we use to keep the list of words and their meanings aids me to record the points which will best help me in remembering them."

"In the past weeks of my senior year, I've accomplished much more than in preceding years. I've learned more about how to take a rule or formula apart and get its meaning.

"Class discussion has been of greatest value to me as we have taken each sentence apart from each set of homework and test papers we do not understand and have come to some conclusion about it.

"As to my manner of study, I first go over all the explanation, do my work, referring to it, and listen to further explanation in class.

"My word study has benefited me in more ways than one. When I read I don't have to stop so much to look up definitions and in conversation I can listen and speak well enough to understand all words distinctly. I no longer feel 'out-of-place' when I talk to an older or better educated person."

"This year in English IV class I have accomplished much toward using better grammar, spelling tricky words, punctuating sentences, and improving my English in general. This work has helped me in all my classes as well as in my work outside of class—at home, writing letters, speaking, and just reading. Our vocabulary books and encouragement to use new and different words have brought into view many words that help me express myself better.

"Probably the most valuable work I have done so far has been the writing of compositions and the research that goes with it. I feel that this will, in the end, be the most valuable and useful phase of English work that I have taken or will take up. It will help me in my college work and in all writing whether for profit or for pleasure.

"So far I do not know of any really outstanding difficulties. Of course, there always have been small things that bother me at the time, but they seem to dissolve after studying out the problem.

"I have no special method of work, except to study, work the exercises for practice, and then to take the final test. Of course, compositions are a little different because some require research and others are just my own opinion. As a whole, however, previous study is the best course to take whether or not the work seems to be easy. At least, it can be a very stimulating review.

"As to future work, I can think of nothing I would rather do than to make a complete study of compositions. Any form of writing would be most beneficial to me. As a whole, I have not had much of this in any part of school

and, in a way, it would be something different to learn about and something different to study about. In my first three months' work this year, I have learned more than I have in all the other years of high school."

To summarize the student evaluations of which the above three were examples, the pupils agreed upon the following: that the individual word study was satisfactory; that there was a minimum of difficulties; that there was a feeling that more had been accomplished thus far during the year than in previous years; that there was a general opinion that the work had helped in practical things, such as speaking, writing letters, reading, and with other class work; that there was a need for more work in expressing oneself in writing.

As the teacher looked back over the year's work, she made the following evaluations: (1) that the students had made much progress in written work as a result of individual planning and planning with the teacher; (2) that students benefited by using some class periods for reading books selected from the bibliographies in English literature; (3) that students read more books from the bibliography because the teacher aided them in selecting material on their level; (4) that some of the superior students read and reviewed for the class material of an advanced nature because the teacher encouraged them in this; (5) that the students' interest in reading was reflected in the excellent reviews that were given; (6) that students read more material and selected reading more wisely because of the available typed lists of books in the classroom and in the library; (7) that the students were more interested in enlarging their vocabularies because they were given freedom in selecting words from any source, because each student had a booklet in which to record words, their uses, and their meanings, and because a dictionary was available for each student; (8) that the students' achievement was higher because the students themselves had gotten a clear picture of their goals through the material they had received from colleges and from opinions of returning college students; (9) that the results of the standardized tests showed progress in vocabulary building, reading comprehension, and grammar, due to ways of planning, individual vocabulary study, wide reading, and having goals for English work in mind; (10) that more students asked the teacher for individual help and worked after class time, thus showing they were interested in their work and working with seriousness of purpose; (11) that the students showed by their words, their actions, and their attitude of cooperation that they had grown in appreciation of the teacher's efforts to guide them in their planning and working. The teacher felt much satisfaction because of the progress and achievement that the students had made throughout the year.

Mathematics in a Secondary School for Girls

BY LOUISE MCDANIEL

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Perhaps it is human nature to want to have something definite to believe in. Certainly it gives one a sense of security to be able to say, "This is what I believe." At any rate, early in the study something was seized upon as the right answer to the question, "What is the place of mathematics in the high school?" Only those who have had the experience appreciate the sense of bewilderment and discouragement that overwhelm a person when she is forced to admit, to herself at least, that she does not know why she believes in that which she has heatedly defended. But great-

er bewilderment came when the mathematics teacher began to doubt the substance of her "beliefs."

Sometime between then and now, there has evolved an entirely different point of view regarding the problem. Many plans have been tried—some to be retained in essence and revised from year to year, others to be discarded entirely.

The following report attempts to demonstrate some of the underlying principles and practices regarding the work in mathematics at Peabody High School. At present we are governed in part by the following suggestions:

1. Do not discard old ideas and ways of working just because you cease to believe them perfect. Work for better ways and work slowly. Try a little new at a time—never just to try something different, but because you firmly believe it will do the job better.
2. If a new idea proves disappointing, do not regard the attempt as a failure. Something has been learned if only that it did not work. Even though it seems to fail, be comforted by the realization that the old way might not have worked in that situation.
3. If you find something that seems to work perfectly, do not sit back and relax. Remember that next year is another time and you will be working with different children.
4. Remember that the role of mathematics in the high school will be a problem to you as long as you teach. It will require continuous study. But wouldn't teaching be much less interesting if this were not true?

As we look back through the past eleven years, the period during which I have been connected with the Peabody School as student teacher or as a member of the regular staff, there is a feeling that something has happened—some changes have taken place—the conditions in the field of mathematics are not the same. Yet, it is a little difficult to say just what this difference is at first glance. If we take the point of view of the usual mathematician and ask, "What mathematics is being taught?" we find no significant differences. A listing of the mathematical subject-matter contents as found in our high school would reveal that the points mentioned are about the same as would have been found in a similar list prepared eleven years ago. As a mathematician, I think I should be alarmed if any marked changes should be found in this respect for this reason: Mathematics, by nature, is a logical step-by-step organization of material. Each concept is based on a necessary foundation of more fundamental concepts and understandings and, in turn, leads on to other ideas. Hence, the elementary work in mathematics naturally follows a rather constant pattern as far as content is concerned. However, the organization and treatment of the foundation work may vary in many ways.

The set-up as it was (two years work required):

- First year—First year algebra
- Second year—Second year algebra
- Third year—Plane geometry
- Fourth year—Solid geometry, business arithmetic

Present set-up:

- First year—Service course (for all first year students)
- Second year—Service course (all)
 - Algebra (Corresponding to second year algebra)—elective
- Third year—Geometry, elective except for one group (To be explained)

Fourth year—Service course (all)
 Geometry, elective
 Algebra, elective

What brought about need for changes?

1. Changing economic and social conditions—increased enrollment—larger number of students attending institutions of higher learning—more students faced with the necessity of earning a living.
2. Present and former students—criticisms, suggestions, failures.
3. Concern of other teachers in the high school.
4. Demands from people outside school.

What part has the mathematics teacher contributed? About all she can claim is "cooperation." She has been able to cooperate because of:

1. A better understanding of the school as a whole brought about by working with students in situations outside of mathematics classes, working with other teachers on school problems, particularly in the summer conferences for the past three years.
2. A change in point of view which recognizes the child as the important factor.
3. A recognition that mathematics is a contributing factor toward reaching higher goals rather than an end point.
4. A greater understanding of the relation of mathematics to life, greater appreciation for its powers and possibilities, increased knowledge which has led to a better understanding of the whole field of mathematics due to workshop experiences, the work of leaders in the field of mathematics and education, and, to a larger extent to graduate work in mathematics. (Yes, a masters degree in mathematics has helped the teacher to realize that high school mathematics is not arithmetic, algebra, and geometry. Instead, that there are certain threads which run all the way through—there is no getting to the end of any one thread but each can be picked up and carried on through the students' high school work. Operations start in the first grade with addition by counting and continue with involution and evolution in the high school. The child's knowledge of the number system starts with whole numbers at an early age, extends through common fractions, decimals, in the positive, real area and is expanded to include negative quantities, imaginaries, irrationals, extending both the real and imaginary system up and down to infinity. And so we might show other threads running through.)

Definite forces, in a combined fashion, have resulted in the present treatment of mathematics in the high school. The first deviation from the former program was the addition of the service course in mathematics on the fourth year level. Since only a very few of the students took solid geometry or business arithmetic, many of them had no definite work in this field beyond the third year, and this was geometry. At least half of our graduates were going to college at Georgia State College for Women, and the Survey Course in Mathematics was a requirement in the freshman year. Our graduates came back to us with the complaint that they were handicapped because they had done so little work in arithmetic—hardly any concentrated work during the four years of high school, and in the last two years of high school they had succeeded in forgetting most of the algebra that they once thought they knew. A second complaint came from the girls who had entered the field of nursing—"We are having difficulty with the required chemistry because we have forgotten our al-

gebra." (Equations, graphs, formulae, powers, roots, exponents, radicals were named as special needs in this field.) A similar complaint came from the beauticians as the requirements for this line of work became more rigid. There were the girls who were securing jobs around town immediately after high school finding a need for more accuracy and speed with respect to fundamental skill in arithmetic.

Another force was pressure from other teachers in the school. For years before the service course, the fourth year students were finding themselves unable to do a good job in physics, chemistry, biology, and home economics, because of weaknesses in mathematics. Many laws in physics depend on geometric principles, particularly similar triangles, and the terms "inversely proportional" and "directly proportional" have long been stumbling blocks in physics and chemistry. Of course, we were constantly trying to find ways of meeting these problems and for a year or two the science teacher asked the mathematics teacher to participate in her physics class to assist students with mathematics. The social studies teacher pointed out that as her pupils studied the history of banking, the Federal Reserve System and the monetary system in the United States, it became evident that they had very little knowledge of the practical phases of money and banking. The home economics teacher was distressed at the general inability of her pupils to handle fractions as they worked recipes.

We recognized that these were problems to be met in the fourth year. The suggested solution was a service course in mathematics, the nature of which has already been suggested. However, the addition of the service course did not mean that we would eliminate our earlier work in algebra and geometry. Although much had been forgotten and skills had been lost, there was a foundation upon which to build, a foundation which could not be established in one year's time.

The next part of the high school mathematics to receive particular attention was the geometry course. The first step was to break down the sharp division between plane and solid geometry, but this was not enough. Perhaps the greatest force leading to this change was the fact that geometry was so thoroughly disliked by the students. Another force was the fact that the students, even those who liked geometry, were not seeing any practical value in it. As we talked with people who had studied it we found that there existed a strong feeling that there was something to it ("I studied geometry and I want my child to study it"). Then, too, it was still required for admission into some colleges.

We have tried to eliminate some of the useless parts and stress the more practical side of geometry. The important feature of the course is the way of working and evaluating the work. We build as we go—starting off with those elements of space which are already in the child's vocabulary, agree on definitions which are concise as possible yet completely indentifying; making additional assumptions about these defined and undefined terms. Eventually we begin to go a step further and recognize that some assumptions really express no new ideas but are the results of previous definitions and assumptions. At first no attempt is made to write proofs in an orderly fashion—the emphasis is on the thinking instead of the writing. As time goes on we come in contact with new terms to be defined, new assumptions to be made, and more and more proved statements. As needed, new symbols are accepted, additional abilities acquired. As we progress, all steps in our development are recorded so that we may have a common background for our thinking together. We have agreed that all new ideas may be supported only by that which we have previously accepted. In case a new assumption seems necessary, we must first present it to the group and decide whether we shall accept it.

Thus we are becoming conscious of how we think, how we arrive at conclusions

which will stand, instead of jumping at hasty conclusions which have no basis. We think about non-geometric as well as geometric problems. Some activities which tend to center our attention on our way of thinking outside of class are as follows:

1. Watch yourself the next time you enter into an argument with anyone. Try to determine how much real basis you have for your point of view.
2. Remember your last argument. Can you recall your position and why you took that position?
3. Watch political campaign speeches. Is your favorite candidate giving you sufficient cause to believe in him or is he making wild statements which you doubt?
4. Ask your father why he is supporting a particular candidate?
5. Bring editorials to class. Point out weak or strong points of such writings.

Our next place for reorganization came in the first year group—algebra changed to general mathematics, organized largely by the teacher. However, as we became more conscious of the student and her problems we realized that general mathematics was not the answer. As the students' work grew out of problems of real concern to them, it became impossible to ignore mathematics as it appeared. It could not be pushed into neat little compartments to remain until we were ready to bring it out for study. As students watched the happenings of the world, local, national, and international, they needed to understand a particular chart, interpret a certain graph, read large numbers, know the meaning of such terms as ratio and percentage all in the same day. Some of these could best be explained immediately in the situation as it occurred. At times some things called for more emphasis and study but it needed to be done then instead of a month later if it was to be of any help in understanding that particular newspaper article, movie short, magazine article, or radio report. Another point to be noted with respect to this year's work is the fact that so many of the students enter high school with definite weaknesses in fundamentals of arithmetic, through no fault of anyone but a situation that will probably always exist. It was recognized that an opportunity should be provided for working on these weaknesses. At the same time we continue to have the responsibility of providing a sufficient background in mathematics so that the students will be prepared for second year algebra, should they wish to take it; in case algebra is not elected, to be prepared for work in the sciences, college work, and other types of later training. The proposed solution was a service course on this level to take care of those phases mentioned which could not be handled in the natural situation.

But one thing leads to another. After a year of experience with the service course on this level, the students have grasped the service course idea and are beginning to assume more initiative in recognizing the needs on which they can receive help in the service course. As a result a service course in mathematics has been added to the second year's work. Algebra is still offered as an elective. Those desiring to study this formal course in mathematics do so because this very type of work answers a particular need for them, pleasure, or as preparation for later work in mathematics. At the present we believe it serves a purpose worth considering and continuing to provide for.

As has been indicated the major changes have been with respect to:

1. Method of planning;
2. Ways of working;
3. Ways of checking and evaluating the work.

Formerly:

1. All work was planned by the teacher—usually according to the text being used.
2. Jobs were handed out by the teacher with limiting instructions—do this in a set amount of time, the same instructions being handed out to all.
3. All testing was done by the teacher—she, alone, decided whether the student has passed or failed by comparing her work with that of other members of the group. Theoretically, the same achievement was expected from all.

At the present:

1. Students, mathematics teachers, and other teachers plan cooperatively to determine what is to be studied.

This refers to the initial planning at the beginning of the year as well as to the continuous planning which takes place during the year. This can be illustrated by showing how the work for the fourth year students is planned. During the first few days of the school term the fourth year students, home room teacher, principal, and all teachers who will be able to work with them meet together and consider the year's work from this point of view: this is the last year of high school work; how can it mean the most to each person? The student's answer depends upon how she answers the following:

- a. What am I going to have to do after high school? Regardless of the profession chosen, what are some of the problems which I shall have to face?
- b. What help can I get from the high school in order to be better prepared to meet them?
- c. Where can I get this help and from whom?

After this general planning, it then becomes necessary to organize the proposed work within certain areas and we are ready to begin our specific planning in mathematics, considering the following questions:

- a. What weaknesses are recognized, judging from past experiences, and which of these do we consider worthy of particular effort toward overcoming?
- b. What further work in mathematics will I need, thinking in terms of future training, chosen profession, and matters of general culture for satisfactory living?
- c. What mathematics will I need as an aid to other work which I intend to do this year?

Each student tries to analyze her own situation, working with her parents, with other students who have similar problems, with people who have had experience in the professions, and with her teachers. Out of this comes her individual plan of work for the year. The students have learned that the teachers are sincere when they bring them into the planning, hence they enter into it wholeheartedly and in good faith. A look at some of these individual plans would reveal that they expect much more of themselves than any mathematics teacher would hope for.

This initial program of work is by no means final. As they progress, additional needs arise, those which were overlooked in the beginning or could not be anticipated. At times, with some individuals, it becomes necessary to make a choice—all cannot be accomplished in one year, so it is a matter of which will be of more value.

2. Students and teachers determine ways of working which are most satisfactory for each individual and for the group.

For instance, one group of fourth year students is composed of nineteen who are reasonably sure they will go to college, four who are to be nurses, two who are to

be beauticians, and three who plan to take business courses. As they look forward to the next year's work it is natural that all those in the first three groups should feel the need for additional work in algebra. Just last week we reached the point where it seemed advisable to concentrate on this problem. At their suggestion we are working in the following way: Each student checked her understanding and knowledge of algebra by checking over the material in the book, seeing how much she remembered or would be able to recall by studying the explanations in the text. As they discover material which they cannot handle alone, they bring the problems to the group for help. Sometimes they work with the teacher or with other students who are concerned about the same problems. Part of this work is done during the class hour under the supervision of the teacher but more is done on the outside. More and more are the pupils taking the attitude that they have jobs to do, as soon and as effectively as is possible. You find little groups and individuals working during study halls, during free periods, and at odd minutes during the day. When it gets to the point that teacher help is necessary, they seize the first opportunity that occurs. Class periods are used for planning further work, checking progress, making explanations which are necessary for all and can be given to the group as a whole rather than having to be made over and over.

Of course the same way of working does not suit for all occasions, but this description gives an idea as to the general manner of handling such situations and the responsibility assumed by the students for getting their work done.

3. The student assumes a large part of the responsibility for deciding when she has accomplished the thing she set out to do. Of course, the teacher helps her to decide but there is that joint satisfaction or dissatisfaction over the type of work done.

Some results of these changes:

1. Increased purposefulness on the student's part—a greater desire and determination to gain skill in mathematical operations and understanding mathematical concepts.

There are many evidences of this. Contrary to the usual attitude toward solving textbook verbal problems, this year's group started out with a determination to get help on problem solving and were not content until we had settled down to this job. This attitude was, in part, due to last year's graduates who are now in college. Any number of these girls have come by to advise that more time be spent on problem work. Of course, most people recognize this weakness but had rather avoid the difficulty than try to do anything about it. Not so with these girls. They sincerely undertook to find out why they were so poor, and they have worked long and hard. It has not been an attitude of getting the answers to any one set of problems but a matter of working problem after problem, reading and rereading, trying over and over again until some progress could be noted. The strange part is that no one has complained of being tired, no one has become so discouraged that she wants to quit. They can already see that progress is being made, but they intend to continue working on this job.

2. Students are much more interested in mathematics—fear and dread are becoming less evident.

Geometry students have quite a bit of fun with geometry problems as a source of conversation on dates. Frequently the girls relate conversations they have had with the boys at Georgia Military College which indicate that they even spend time trying to show their superiority in proving originals and discussing

geometric concepts which they feel they understood more thoroughly. Along with the concern over geometric problems is a genuine pleasure derived from mathematical puzzles which are constantly being swapped. The idea of "Mathematics is fun" is growing.

3. An increasing ability to recognize mathematical problems in non-mathematical situations.

In the home economics classes, science classes, as they work down town on Saturdays, in problems on the farms and around the home, the girls are recognizing the part which mathematics plays in these fields. Of course, mathematics has always been there, but the idea back of service courses is doing much to make them conscious of its constant use and thus to increase their respect for it.

4. Added skill in recognizing practical applications of mathematics—more extensive voluntary use of the knowledge outside the class.

The students recognize in a small way, from their limited experiences in the applied sciences, that the universe is planned and behaves in a manner that may be expressed in the form of mathematical laws, that because of this mathematical precision of nature man has been able to utilize that which he has found. By mathematical processes he can predict the results of certain combinations and uses of elements found in nature—thereby he can build bridges, dig tunnels, invent the radio, telegraph, telephone. In general the student has the basis for understanding the dependence of progress in our civilization upon the progress man has been able to make in the field of mathematics. Thus her respect for mathematics is increased and she is able to do her part toward keeping the intelligence of society on an upward trend, this being very necessary for the life of our democracy.

Adjustments in Procedures Used with High School Seniors

BY ALMA LOWANCE

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In the summer of 1941 the writer came as a new teacher to the faculty of one of the secondary schools participating in the Southern Association Study. Before becoming a member of the faculty of this school she had taught for two years in another school that had been experimenting in an effort to meet better the needs of students. Conclusions drawn from her experience indicated that more effective results were obtained when problems thought significant by teachers and students were made a part of the regular work of the school. In the first school the students became interested in their community, and with their teachers planned ways that enabled them to find out much about the problems and needs of their community. They had a part in bring about a number of improvements. Participation in a number of undertakings in the community helped to enrich the school program. Language arts took on real meaning when used in doing things such as writing for the local newspaper, interviewing persons carrying on the work of the community, and speaking before civic and other groups. The students accepted responsibility as a group for a civic campaign and carried it to completion, largely on their own initiative. The acceptance and execution of this responsibility offered additional possibilities which might have been neglected under other conditions. Dependability, respect for property and for the personality of the individual, cooperation, civic pride, and a real concern for the interests of other people were some of the outgrowths of this project.

The teacher followed the work of the students closely and kept records of their progress. These records served two purposes: they were evidence of pupil growth, and a means of encouraging the student to check frequently on his own progress since they were available to the individual whenever he felt that he needed to know how he was getting along.

Having had this experience the writer felt that the students in a school which had been experimenting with its curriculum would be able to work in a similar manner. This assumption seemed particularly safe for a senior group which the writer was to have for a long period each day. It is the failure to carry through these plans and consequent adjustments that will be discussed in this analysis.

The new high school was like the one which the writer had left in that each had a student body of five hundred, each was a city school, and each had both the superintendent and the principal closely connected with the administration of the school. The greatest differences were between the groups of students. The students in the new school were living in a town which had suddenly changed from a rather self-satisfied existence into a boom town, due to the location of a war industry just outside the city. Speculation, overcrowding, good business, and increased incomes made great changes in the lives of individual families, and these changes were evidenced in their children. They were crowded out of their homes by boarders and roomers, their favorite recreational haunts were taken over by the construction workers, the streets were filled with strangers, and life in general was disrupted. The students had too much spending money, too much unguided leisure time, and some of them assumed adult responsibilities too soon; this seemed to make them restless, irritable and nervous. In some instances it seemed that they had lost a feeling of security and that now they were confused as well as insecure. These things should have been considered during the summer planning at the workshop, but the teacher, new to the situation, did not know that such conditions existed.

The schedule arranged during the summer enabled students to spend a longer time with one teacher than was possible under the previous scheduling arrangements. For example, the eighth grade students remained with one teacher for a four-hour period. During this time they might work in the areas of English, social studies, science, or mathematics, or the major portion of the time might be spent upon some problem relating to any one of these areas. In this longer period they had an opportunity to share in the planning of their work and were encouraged to cooperate with other students on common interests and problems.

The summer workshop had a twofold purpose: first to help children carry out some of their vacation interests, such as club work, handicraft, safe automobile driving and typing; and second for teachers to work together on their common problems or on group problems. Much time was spent in considering materials which might be used in classroom work during the year and in examining records of students to see what kinds of activities they had engaged in, as well as to become more familiar with the system of record keeping as used by the school. Conferences with other teachers concerning their ways of working with students, the ways that students worked, the kinds of activities which had been carried on in the school were very helpful during the five weeks workshop period. From all this the teacher gained some ideas which led her to assume that the students would be able to work cooperatively in setting up and in carrying out their plans. It also seemed probable that the students would be able to accept responsibility for their own actions and that they would work independently, either with or without teacher supervision. Many of these assumptions were based upon information gained from student records and from conferences with other teachers rather than actual observation of the students.

A Summary of the Original Teaching Plan

The original plan was to help the seniors plan their work for the year in the area of social studies and English according to individual needs, abilities, and interests. The assumptions underlying this plan were that (a) seniors probably knew their own problems better than the teacher did, (b) they should have a definite part in setting up the work which they would do, (c) greater interest would be shown in doing the things they had planned and (d) the experience gained in making and carrying out out these plans would be of much value to them.

In keeping with these assumptions, a questionnaire was developed during the summer workshop to get information concerning the work that the students had done the previous year, special difficulties encountered that year, health and recreational needs, and their interests in the school program and community life. The questionnaire was planned so that it would furnish also some leads to interests in the area of social studies and English. It was hoped that a committee using some of this information might be able to propose some class activities for the year. Plans for carrying out these activities would then be developed together.

The original plan also included certain decisions concerning records of the following things: results of the questionnaire, problems selected for study, methods used in solving problems, activities carried out during the study, conclusions reached, method of evaluation and the success of the plan as a whole.

By means of this plan the teacher hoped to provide an opportunity for students to discover their needs and to set up means for meeting them. Thus the teacher was attempting to provide a situation in which cooperative work could be done, where the student would be able to make decisions about things to be done, and where an opportunity would be given to improve or develop various abilities such as the acceptance of responsibility, the ability to work independently, and the ability to generalize carefully. From previous experience, it had been found that students could learn to recognize their needs and that they could do something toward providing for these needs. Therefore, the teacher looked forward with confidence and pleasure to the work with the senior class.

Initiating the Plan

School opened on Friday for the registration of new pupils, the checking of schedules, and the organization of class groups. The teacher spent thirty minutes with the senior class. During this time it was noted that there was some tendency toward rudeness, there was a seeming disregard for the rights of others, and a general lack of tolerance. These observations caused the teacher to question plans made during the summer for these students.

On Monday the questionnaire was filled out. The first step was that of explaining the purpose of the questionnaire. The students were told that through the questionnaire it might be possible to gain the kinds of information needed in order that their work for the year might be planned better. Each item was explained so that they might know just what the question meant. Even though they were urged to ask questions none seemed interested in doing so. Of the twenty-eight who answered the questions, less than one-fifth answered them as the teacher had anticipated. She had expected to get definite answers about difficulties in their work so that help might be given. For example, it was found later that one student could not spell even very simple words, but this was not mentioned as being a difficulty for this student. Another student was very anxious to learn to speak before the group without becoming nervous, but he did not state this in answering the questions. The teacher had thought that the world situation might be of interest, especially its probable

effect on our way of life in America. However, after reading the completed questionnaires, it was found that they did reveal important facts concerning the students. For example, the majority of the class could not give a definite answer to a question concerning the value of their work during the previous year. One girl thought that home economics was helpful to her, and a boy stated that chemistry class had been of value to him from a vocational standpoint. A question about difficulties encountered during their work was commonly answered by naming the subject in which a poor grade had been made. One student wrote that he had difficulty in keeping up with current events, another said that oral reports caused the most trouble. Concerning their interests in social studies, the majority favored a study of the present war (September, 1941). A question concerning English difficulties and needs was answered vaguely. Their answers revealed that their interest in the community centered around recreation and that their school interests centered around sports and clubs. A majority of the group read only the sports, society, and comic sections of the daily paper. Reading preferences included movie magazines, love stories, western stories and comic books. Other magazines mentioned less frequently were the leading picture magazines and the *Reader's Digest*. Questions about movies and the radio gave evidence of a preference for romantic and comedy films. A majority of the students mentioned the Andy Hardy series as most enjoyable. Their radio preference was for swing and string music. Little interest was shown in other types of programs. The students' responses to the questionnaire indicated a lack of maturity, a lack of basic knowledge in certain areas such as in social studies, an inability to follow directions, a seeming inability to recognize problems, and a lack of interest in participating in planning. The teacher still hoped to be able to follow the plans originally made and to try to make these plans work.

The next day committees were selected to do certain necessary jobs such as arranging the bulletin board display, making the room more attractive, and arranging the room library. As it had been planned previously, one of the committees chosen was to compile the results of the questionnaire so that some of the activities for the year might be proposed for class consideration very soon. None of these committees functioned satisfactorily. When the teacher tried to assist them, she found that they expected her to furnish the initiative and do the work as well. Their inability to control themselves, which had been noted the first day, had shown no improvement. The teacher realized that the most important task ahead of her was to gain control of the group so that learning might take place in the classroom. It seemed that it was the responsibility of the teacher to help these students to develop some standards of conduct which were necessary for effective group living.

Needs Which Determined a Change of Plan

By the end of the first week of school matters had become serious. It was evident that changes needed to be made in the way of working which had been planned for this class. By this time the students had shown that they were not ready to do the type of work which the teacher had expected them to do. It seemed that it would be necessary for the teacher to assume more direction of their activities, since they had not shown the ability of self-direction. An analysis of their attitude toward work and their conduct in the room which was made at that time indicated that the following difficulties existed and needed attention immediately:

1. Inability to work together as evidenced by
 - a. Lack of cooperation,
 - b. No respect for others,
 - c. Too many cliques.

2. Poor habits of work as evidenced by
 - a. Carelessness with materials,
 - b. Improper use of materials,
 - c. Lack of initiative.
3. Poor habits of conduct as evidenced by
 - a. Rudeness toward the teacher,
 - b. Throwing things in the room,
 - c. Slamming doors in anger,
 - d. Talking back to the teacher.
4. Incorrect interpretation of the purposes of the school—general belief that pupils could do as they pleased because the school was operated on a democratic basis.
5. Very little value placed on learning as a means of improving the individual.

The original plans did not seem to be appropriate for this group of pupils, since they were not ready to accept responsibility and they were not interested in cooperative planning. It seemed that pupil interest was centered on ways to have a good time rather than being concerned with what might be important or best to do during the last year of high school. The writer's interpretation of the role of the teacher in this situation led her to make changes in the plan of working with these students.

Because of time limitations, it was decided that the best way to deal with the existing problems was to begin by removing all normal privileges of the classroom. Most of the privileges were being abused by the group. As was to be expected, this policy made the teacher very unpopular with the students and they severely criticized the changed method. The teacher stood by her decision to make them earn the right to use the privileges before restoring them, even if it took the whole term. They retaliated by open rebellion until they realized that the teacher not only meant what she had said but that she would also take any steps necessary to improve conditions in the room.

At the same time the teacher began making definite, formal study assignments daily. Many students were very inattentive during explanations and assignments, making it necessary to repeat several times. To break this habit a policy of saying a thing one time and never repeating it was followed. When this led to failure on daily quizzes they recognized the need for paying attention in class. It seemed that this one thing brought about a change in the room more rapidly than some of the other things that were tried. To make it possible for everyone who wished to speak to be heard, each student was required to raise his hand for permission to speak. Anyone who spoke out of turn was ignored completely. Each one was assigned a chair and was not recognized as a member of the class until he was sitting in it. Although this policy seemed strict to them, it did bring about improvement and finally resulted in the restoration of some of the privileges which had been taken away.

During the time that the problems mentioned above were being dealt with, a pre-test was made in the area of social studies. This test contained questions which required some knowledge of current policies of the government, some knowledge of world affairs, and understanding of the term democracy, and one question containing several statements on which an opinion was to be expressed. When the test was scored, it revealed a lack of knowledge of basic facts in the area of social studies. The day the papers were returned and discussed with the students, some interest was expressed in the Federal government. This was the first evidence of student interest in any definite subject, so the teacher wanted to follow it far enough to see

if they were really interested. The remainder of the time for that period was used to try to draw them out in order to determine what it was that they wanted to know. Whenever the teacher answered a question, she tried to bring in facts which might stimulate their interest more. By the end of the period the blackboard was filled with questions which had been asked by the students. The teacher took the initiative and did all the planning for the next class period. The questions were grouped under headings which would enable them to get the best picture of the operation of their government. These headings were on the board when the class assembled the next day. Much time was spent in discussing these topical headings and more questions were added. Before the group had reached the point of making a decision about studying these questions, one boy suggested that it be made as a group study rather than as a study by individuals or by small committees. The majority of the students seemed to favor this plan, so it was decided to begin in this way a study of the organization of the Federal government. This was to be followed by a study of the functions and practices of the government, and the whole study would close with a consideration of the present administration and the New Deal program. As it turned out, the study actually consumed the remainder of the semester.

Most of the early planning was done by the teacher. When the actual work started, the assignments were made very definite as to textbook and page number. The question and answer method was used in class and tests were given frequently. As the study progressed, every opportunity was used to show that in a democracy privileges carry very definite responsibilities and that there must be organized control for the benefit of all concerned.

The pupils soon recognized a need for improvement in study habits. At first these needs were expressed by individual students and they were provided for when they were evident to a student. Help in learning how to take notes when reading references, use of the dictionary, finding reference materials which contained adequate information, and recognizing worth-while information were the most frequent requests of the students. Another major need along this line was for improvement in reading comprehension. This need was so generally recognized that several class periods were used trying to develop ability to get the meaning of selected readings. The whole group tried to improve their ability to understand what was read.

Many types of evaluation were used in this study. Written tests were given frequently during the first month. A general test followed the completion of each part of the problem. In addition, at intervals the teacher checked all the work in each pupil's folder and wrote a statement about the work which the pupil was doing. To illustrate the type of checking which was done by the teacher, quotations are given below. This checking was done at three different periods during the semester.

Pupil A.

October 10.—“Your work to date is acceptable but not satisfactory. Your grammar is very poor. Why don't you try to make each piece of written work better than the last one? You should develop a habit of using the dictionary, this will enable you to spell the words you use. Your conduct in the room is satisfactory.”

November 6.—“Your work is beginning to show some improvement. I still believe that you can improve both your spelling and grammar on your papers. The last papers show that you are more anxious to hand in neat papers. I like the way you are cooperating with the others who sit near you.”

January 30.—“Your work is fairly satisfactory at this time. You have shown some improvement in spelling and the use of a margin on your papers. For the next semester try to improve the following: forming your letters more plainly

in writing, sentence structure, taking more part in class discussion, and bringing your reading list up to date."

Pupil B.

October 10.—"As a whole your written work has indicated that you had a good knowledge of what you had studied. Your attitude is bad, though. Until you realize that being a member of a group demands certain things of you, you will not get along any better in this class. Do you realize that you have been consistently rude since September? Would you be willing to accept some help from me toward improvement of this fault?"

November 6.—"Your effort to improve your conduct is beginning to show now in class. Your oral work is improving since you have learned how to conduct yourself in the group. I believe that you need to try to improve your writing on the papers you hand in. Try to write more and print less."

January 30.—"Your work as represented by this folder is satisfactory. I believe you have shown in the last six weeks the type of work which is representative of your best effort. Your writing is showing improvement, especially in the joining of letters. You have improved in the following ways since the first of the year: courtesy, respect for the rights of others, writing, use of materials, and participation in class discussion. I think that if you could improve your attendance, it would be of great advantage to you this semester."

At the close of this study of the government a test covering major facts was given to determine what had been learned by the class. Supplementing these information tests, the students were asked to evaluate their own work in terms of facts learned, changed opinions, and improved study habits. Several quotations taken directly from their papers illustrated their evaluations:

"I learned very much on our study of government. I did not know much about the government before this year, although I had studied it before. The study was worth while to me in such ways as learning how the government works and what it does for me. I also profited from this study by forming better study habits. I learned to study more thoroughly and this enables me to get more out of my work. I have learned more about studying under you than I have learned in the past years."

"After studying our government for three months, I feel like I have a good understanding of it. I have learned about the personalities in our government, and I understand how a bill is passed. Not only has this study helped me to learn about the government but it has taught me how to study without depending on the help of someone else."

"... Another example which is simple but gives me cause to believe I have learned something in this study is that when I used to go home, a general discussion would be carried on at supper about bills, the war and all, I could hardly get the meaning of the words spoken but now, I can sit up and add to the discussion as good as anyone."

"I am not sure that I have improved my study habits. I believe I am inclined to think that they are not up to par, yet."

"Leaving out what I have learned in actual facts, I have learned several very important things. I have learned quite a bit about how to study, how to refrain from talking most of the time, and how to work individually not depending on others for help, which I have done at times before this year."

In addition to and parallel with the study of government, during the semester the teacher attempted to create and use any situations which would provide an opportunity for consideration of some of the underlying problems of adjustment to the school which the group had. This is illustrated by the method of handling a problem of conduct in the assembly. One morning after assembly when conduct had been unnecessarily rude, the teacher brought up the problem for discussion in the home room period, with a view to finding some means of improvement before the next assembly period. The discussion lasted for two hours and resulted in changes which were evident for some time. At the beginning of this discussion the students were unapproachable with regard to their conduct in assembly. The discussion was made very general until finally it reached more specific cases. After all the excuses had been made in defense of what they admitted was very poor conduct, the following conclusions were reached:

1. It seemed to be possible to get by with things in the school;
2. Students took advantage of the teachers;
3. Teachers were not really concerned about what students did;
4. Freedom in school meant doing as one pleased;
5. This particular class had always been "bad," so it was expected of them;
6. They liked to disagree in order to start arguments;
7. Teachers did not check closely enough on them;
8. The student-teachers had no real authority over them so they liked to annoy them.

After these, and certain other things were listed, the teacher tried to get the members of the class to analyze their conclusions. A point was reached where it was generally agreed that their attitude toward the school, their teachers, and one another was not satisfactory. The discussion was then directed toward ways in which they could become more dependable, learn to accept responsibility, and show more respect for the rights of others. One student speaking directly to the class made a suggestion that they try to show the school that they could behave differently. This suggestion met with almost instant approval. The next steps were discussed, and it was thought that it would be better to begin within the home room—to make improvement there and then try to show improvement outside of their own room. They asked the teacher to praise when it was deserved and to criticize when it was needed. The fact that they did really try to follow their plans was shown when the faculty noted changes within the week. Credit for this changed conduct was due to a conscious effort on the part of the group as a whole and to the leadership of class members. From this time on through the term, most of the problems arose from difficulties between individuals rather than the entire group. There were several similar talks and after each one of these frank discussions, the relationships between the students and their teacher improved.

During the month of December, the teacher worked with the seniors on their annual "stunt night" program. This enabled the class to see her in a situation outside of the classroom. The rehearsals were rather informal but there was enough direction to prevent wasting time. This group worked with two other senior groups on a common goal—that of winning the prize for the best stunt. This was an opportunity for students and teacher to learn to know one another better as well as a chance to develop more respect for the individual's personality. The senior group did not win the prize, but they did gain some experience in cooperative planning and working which in the end was much more valuable.

One morning in January, this group of students was taken to the local health office

for an X-ray examination of their chests. This examination was given to the senior class by the city in order to encourage more cooperation with the health officers in their efforts to check tuberculosis. Before the group went they planned together how they should go, how to make the experience worth while, how they might cooperate with the doctors to prevent wasting time, and how they might return to school without creating any unnecessary disturbance. Since it rained the day of the examination it was necessary to make a quick change of plans so that they might go in automobiles. The teacher by her actions tried to convey to them that she had perfect confidence in them and expected them to carry out their plans in every detail. When everyone had returned to school, a discussion of the experience and the way the plans carried through seemed to help them realize that they had been able to succeed in this attempt to carry out plans. When trips were taken outside of the room at other times during the winter months, each time plans were made and then evaluations followed upon the return to class to determine how well the plans had been carried out.

When a student-teacher joined the group in January, the teacher turned over as much of the work as the student-teacher was capable of handling along with the authority needed to deal with the group. The teacher tried to get around to each student once a week to talk about his work or about any plans that he had. Students who were having special difficulty or who had work to make up could be taken out of the group for this help since either the teacher or the student-teacher could help such students.

By this time certain fundamental accomplishments of the group were showing up. Among these were improved classroom behavior, more tolerance shown toward one another, group attention, more willingness to accept criticism, and more definite effort shown toward improving the quality of the work which they were doing. This progress was significant when compared with their status in the fall. However, they were unable to progress steadily, and there was a tendency to revert to former habits of conduct. Many of the privileges which had been taken away had not yet been restored. There were still several who had not yet learned to go to the library across the hall without making a survey of the main floor before returning to the classroom.

Certainly, the semester's experience in planning, carrying out plans, and in evaluating apparently resulted in improvement in the group's ability to do planning of classroom study. This improvement is indicated by the part the pupils took in planning for the latter part of the year's classroom work. By the end of February the teacher recognized several things that needed to be done before school closed, such as improving handwriting, better use of grammar, and correction of spelling faults. About the first of March, the teacher discussed with the students the work which had been completed and from that point branched off into a discussion of the kinds of things that needed to be done before the year ended. Weaknesses which had shown up on their papers were mentioned, then each student was asked to jot down on paper the things which he would like to be able to do better before he finished the school year. The requests fell in these areas: a thorough review of grammar, a knowledge of writing letters of application and conduct during an interview, reading some patriotic literature, and making a study of vocations. The results were much more satisfactory than those of a similar discussion held near the first of the year. Each student took some part in the discussion, and there was much evidence of genuine interest and purpose on the part of most pupils.

To follow their suggestions it was decided to work again as a group, on a study of patriotic prose and poetry. But this time, they decided to work either in com-

mittees or as individuals on the phase of the study which was of most interest to the individual. As this was the first attempt to use a less formal classroom situation, it was guided rather closely. The work of each committee or individual was carefully planned either with the assistance of the teacher or the student-teacher. The way the plans were carried out was carefully directed. This work was rather successful. There were only five students who attempted to take advantage of the small group study to waste time and shift responsibility to one member of the group. In the group's evaluation of this work they thought that it was interesting and beneficial to work as they had, and they derived pleasure from it; but they did not like to listen to the reports from the group.

Following the attack upon Pearl Harbor, the school turned its attention to promoting the war effort. A phase of the work planned at this time was concerned with gaining a better understanding of the things for which America was fighting. This eleventh grade class made a study of democracy—its meaning, its origin, and its development. The study which began with the roots of democracy from the Old Testament ended with a study of the Jeffersonian ideas of democracy. In line with the greater emphasis on nutrition as an aid toward winning the war, the group participated in a school-wide nutritional project. This was followed by a study of letters of application and personal interviews. A definite need stimulated this study, since the munitions plant required both a written application and a personal interview of its prospective employees. The final unit of study was an intensive review of English grammar. The college-bound students were given examinations which were comparable to a college entrance examination in this subject; those who did poorly on this examination were advised to do further work during the summer so that they might be better prepared for college.

There were two student-teachers, each of whom served twelve weeks, with this group from January until June. The student teachers worked with the class during their study of the problems mentioned above. The regular teacher helped with all group planning, since the student-teacher seemed to be unable to command the respect of the students. Near the end of the term the second of the student-teacher handled the students better. This resulted in an improved teacher-pupil relationship.

As a result of the analysis of the difficulties of this senior class and the adjustments that were made, I shall try to summarize somewhat fully the pupils' growth and development. The pupils improved in their study habits and skills. The first notable change in study habits was the effort to have facts to support statements made. This effort led to more careful reading to find the facts which were needed. There was more use of the dictionary to find both the meaning and correct spelling of words. Five of the students spent extra time trying to improve their handwriting, their background in literature, and their ability to express ideas clearly in written or oral form. The pupils recognized that there were certain standards for satisfactory work, such as neatness, good grammar, and correct spelling. They became conscious of these standards and of their own accord sought help in achieving them. Very little work went into their folders which had not been brought to the teacher in a rough form for editing before it was put into final form for their records. At their request the number of spelling lessons was increased from one to three each week. The amount of copying from reference materials decreased, and there were more attempts to state ideas in one's own words.

Pupils gained more knowledge of facts during the year. This was evident to the teacher in their evaluations which they wrote of their work. Many of them expressed the idea that if they had had four years like their last year they would have known

more. Others felt that they had learned more during the year, because they had learned how to use their time more wisely and had learned how to study. Some of the patrons felt that they could see some differences in their children over the previous years. One study they made which convinced the teacher that they had gained some facts was the one concerning the Federal government. When they could read something in the paper then explain it in the light of facts which they had learned, the satisfaction which the individual gained from this ability was enough proof for the teacher that he had gained more knowledge.

More pupil effort was shown in attempts to improve the quality of work done. This was not true of the whole group, but there were many who spent much time trying to perfect their work. This was especially true with reference to writing letters of application. During the introductory study of the letter of application and personal interview, one of the boys was called out of the room to be interviewed by the president of a near-by college. On his return to the room his remarks about the necessity of knowing what to say did much to build up an ability to answer questions clearly and to write effective letters of application.

The pupil-teacher relationships improved. The pupils' informal talks with the teacher, their actions, and their interest in getting the teacher's opinion on various matters served to show that there was a changed feeling toward the teacher. In the spring, the teacher became more a counselor with whom their problems were discussed and from whom advice was sought. This relationship grew until it included many who were not members of this group, but who were in the senior class. The teacher was pleased to realize that she had won their respect, not because she had forced them to respect her, but because they had learned that the teacher was personally interested in their efforts and that she was willing to help them solve their problems. This was particularly satisfying since the year had started off with some very definite antagonisms.

The pupils developed more interest in what goes on in the world today. This was evidenced by the increased number who read the daily paper, and who used the radio as a source of information on current affairs. This interest in daily affairs resulted in setting aside each day a regular time in which to discuss current events. One of the interesting experiences was listening to the declaration of war over the radio. It was especially interesting to them since they had learned by then how Congress functions: it seemed to give them pleasure when they realized that they understood better what they were hearing.

Many of the students changed their attitude toward the meaning of freedom. This is illustrated by the results of their study of the origin and growth of democracy as a way of living. At the beginning of the study each student was asked to write a statement giving his idea of democracy. Two meanings stood out in their papers, that of doing as one pleased and that of government by the people. As the study progressed they began to see that democracy was more than government or freedom. One boy used about half of a period explaining to the group his new conception of democracy which he had gained from his reading. He tried to help his classmates to see that a person was free only as he was able to accept and use freedom, bringing in also the need for rules to guide a free people. The group seemed to sense that democracy involved more than government in that people had to be democratic in their relationships first. After this study there was a better spirit of cooperation within the room.

As a whole the group developed more respect for individual personalities within the room. Earlier in the year there had been very little concern for the feelings or rights of the individual. As time passed they began to see that individuals had

something of value to contribute to the class. One of the girls who had been chosen as chairman of the group developed an ability to speak before them without any visible trace of fright. They were very proud of her, expressing to the teacher the way they felt about how well she spoke to them or for them in another meeting. When the time came to choose the commencement speaker, she was the unanimous choice of the group, not because she was popular or pretty but because they knew that she could do what was expected of her.

The writer, in looking back over the work of the year, is convinced that the experience was very valuable in that she learned so much from it. One lesson which she learned was that planning for a group before one knows that group is not very wise. It seems that one should not draw conclusions about pupil growth over a period of time unless that individual has actually observed the behavior of the students during that time. Due to wide individual differences, one might get many different reactions to a given situation in various schools. It seems now that the teacher built upon assumptions which were based upon too much written evidence and too little actual knowledge of the people for whom the planning was done.

Procedures Employed in Developing Certain Social Concepts Through the Use of High School English Materials

BY HELEN SHULAR

High School Teacher, Waynesboro, Virginia

The classroom and instructional procedures, presented in this report, are those used by the pupils and teacher in a Junior English class which included approximately thirty-six high school pupils in their English study during the school year 1941-1942. The pupils in this class were not a "selected" group or one set aside as an experimental group. Through the first three years, English instruction in the Waynesboro High School is given through the "core work," a double period of study in the fields of social studies and language arts. However, due to a necessary change in schedule, the "core work" of the class described had to be set up in two separate periods—one for English and one for social studies—with two different teachers. Because of this arrangement, for the first time in these students' high school experience, their classes in English and in social studies were taught separately. It is with the English work of this class that the following discussion is concerned.

Previous experience led the teacher to believe that work in English might prove of greater value and interest to pupils if the work undertaken offered a more direct challenge to their thinking. It was believed that this could be accomplished through selecting, for class study, topics related to social ideas and concepts which characterize the current social and economic structure of our national life and that a study of such topics would be of direct interest to pupils and would furnish an effective means for developing their understanding of certain aspects of our national life. Opportunity was offered for the pupils' study to be planned so that their work in English and in social studies would have a desirable relatedness. The teacher believed that the emphasis in such a program should be upon enjoyment and critical interpretation. Books and other reading material would not be selected merely because they are said to be "good," but because of the importance of the idea, people, or places portrayed by the author. Literary appreciation, instead of being the emphasized objective, would result indirectly. Plans were made in advance for initiating the class

work but not for the work of the entire year. The social studies teacher was planning to approach the year's work through a study of current problems. After discussing plans with her, the English teacher decided to make an approach through reading selected current writings that might be considered as an index of current social thinking and interests. From such study it seemed that students could learn something of the American people and of the present American scene.

During the first meeting of the class the teacher discussed with the students an article appearing in a current issue of the *New York Times Magazine* which dealt with the effect of the present war on the English language, change in vocabulary, etc. In the discussion the teacher pointed out that war changes many things—including what people think—and that one of the best ways of understanding what people are thinking is through what they are writing. Through this initial class discussion the questions, "What are Americans writing?", "What is being written about Americans?", and "What is America reading?" were raised. To answer these questions a bibliography was developed which included reviews from the *New York Times* and the *New York Herald Tribune*, current magazines featuring short stories by reputable authors, books appearing in the form of magazine installments—such as *Big Family*, by Bellamey Partridge, and *As I Seem To Me* by Booth Tarkington, and feature articles by such outstanding journalists as Vincent Sheean. The material was picked chiefly because of its appeal to students and its value as a means of accomplishing the purpose of the study.

In a later meeting of the class, consideration was given the question, "What can we find about Americans and America from what is being written about them?" The emphasis was to be placed chiefly upon *content* of the reading material—not plot, character, style of writing *per se*; but upon what light these threw upon the question above; that is, to teach social concepts through material generally classified as "English material." The bibliography was expanded to include all "locale" articles concerning types of people and areas of living. Reading sources used included the best sellers, and books of varying popularity, magazine articles, and reviews. For example, we included *Anybody's Gold* (a story of the West in the "Gold Rush"), *The Man from Emporia*, a biography of William Allen White; *Birth of the Blues*, William C. Haudy's story; a book review of *Sodom by the Sea*, a history of Coney Island. A writer from the journalistic field, Dorothy Thompson; from the field of music, Deems Taylor; the historical, Van Loon, all came up for inspection. Condensed versions of stories such as *Shake Hands With the Dragon*, were substituted where full length books were not available, and proved more interesting than book reviews. Careful discussion emphasized the *interpretation* of the reading material. The question, "What can we find about America and Americans?" was placed before the students as the guide for their study.

Students used class periods for reading, and soon discussions were interspersed with reading periods. These reading periods required some planning and direction. The following statements illustrate some of the ways these periods were directed.

1. Certain articles included in the bibliography were read by all pupils in order to hold the class together enough to give a common ground for class discussion. This was particularly important at the first of the term because it provided that each student would have an adequate background for interpretation. This kept work from dragging and interest was not slowed down.

2. Guide questions concerning certain bibliography entries were given. Some of the questions were for general information, and might or might not be discussed later in class. For example: (a) "For portraying what type of American has Sinclair Lewis become most famous?" (b) "What does the term cafe society

mean?" Other questions such as, "What impression of life in the '90's' do you get from *Big Family*," were to stimulate individual thinking.

3. As a means of building an atmosphere suitable for reading in the classroom, there was some discussion of the necessity of reducing any form of distraction when one reads with concentration and for understanding. Student interest took care of this point almost entirely. However the class reduced to a minimum distractions caused by thoughtlessness.

All reading relating to one subject was discussed as closely together as possible. All students read the required reading, and many had branched out into additional reading. Discussions sometimes covered a multitude of things. For example, the first discussion was based on a short story, *Manhattan Madness*, by Sinclair Lewis. Into this discussion went the terms cafe society, social register, New York's Four Hundred; outstanding American families' names in the cafe society crowd. The characters were always discussed as people—the snobbishness of one New York couple striving for cafe society contrasted with the democratic, small townishness of the couple from the middle west. This story led to another picture of the West as found in *Under the Lion's Paw* by Hamlin Garland. There followed a discussion of some of the factors that had gone into making the West sturdy, democratic, and so on. A student's report on the condensed version of *What Makes Sammy Run?*, combined with Bette Davis' autobiography to give a many-sided picture of movie-producing Hollywood. A discussion of *Shake Hands With the Dragon*, a picture of Chinatown, led to a discussion of Chinese traditions, philosophy, customs, and writing. Around the question of war came such books as *A Thousand Shall Fall*, *Out of the Night*, and *Berlin Diary* gave rise to class discussion and study of questions involved in the present war. One of the most interesting of these discussions dealt with a soldier's reasons for deserting the army as found in *This Above All*.

The class discussions were chiefly concerned with the various sections of the United States and their characteristics—the people who make up America, how they live, their problems and how they meet them, and what living involves for them. The preparation and manner of conducting these discussions varied greatly depending upon the subject and the reason for discussing it. Procedures used included doing such things as:

1. Deciding upon the subject for a discussion and allowing students to pool their reading on this subject. For example, when the class discussed the American Indian, different students discussed the picture of the Indian they had found in various books—even if the Indian had played a relatively small role in the plot of the story.
2. Listing guide questions in advance of a discussion to start students thinking through what they had read. Some of these questions also required reference reading for the factual background sometimes necessary.
3. Teacher doing research to contribute to a discussion. In one class discussion of a story set in Louisiana, the term creole was mentioned. Students were not familiar with the term, and since there was little material in the library on the subject, the students asked the teacher to discuss the Louisiana creoles during one class period. Through this discussion some became interested in two of the books mentioned, *In Old Louisiana* and *Old Creole Days*, and read them later in the year.
4. Reading orally excerpts from books, stories, etc. There was often a scarcity of material, and frequently a student or the teacher brought in material not available for each student's use—but which might be of general class interest.

For example, magazine short stories by Budd Schulberg and Eric Knight whose best sellers had been discussed proved the most popular oral reading of the year.

5. Students discussing reading which the rest of the class had not done. Often to illustrate a point in a class discussion a pupil would make use of material from individual reading. This was a means of creating interest in additional reading for the other members of the group.

Thus, the class discussions dealt with a variety of conditions and ideas that make up America—good and bad. Much of this was new or novel to the students. The names of books and prominent Americans featured in these discussions constantly came back to students outside class, and they felt a pride in knowing something about them—they felt “well-posted.” One girl remarked that she felt she could “carry on an intelligent conversation with adults” and took pride in that. Besides that, students learned to interpret what they read. Check-ups were usually in the form of questions that would allow a student to put into writing his own impression of a certain period, a locality (such as Washington today according to columnists Pearson and Allen or yesterday as in *Reveille in Washington*) or of people appearing in their reading. This also gave a student an opportunity to see how much he had got from his reading—and without having to be told it was good writing he could realize that it was from what he’d absorbed from it. Indirectly he was able to determine treatment of a subject. For example, when students were asked to write the authors’ opinions about the people appearing in a particular story, answers came back such as: “Hamlin Garland showed his admiration and respect for the people of the West”; “Sinclair Lewis clearly showed his contempt for the Manhattan couple.” It was the responsibility of the teacher to direct the student’s thinking and analysis toward the core of writing, the ideas in it—rather than upon the book report type of study. In this way, students formed social concepts of the America featured in current writing. The content of the study seemed to the students a worth-while thing. One student’s evaluation said, “It was an up-to-the-minute study.” Another said, “Bringing current books into the limelight” was like opening up a new world. It is also true that this phase of the year’s work was of recurrent value—almost every week students have brought in new information that tied up with the study.

At the close of this study, additional practice was given in “breaking down” or “cross-sectioning” a book, to give more experience in analyzing reading. Each student had some class time for reading a book. Then he was to write an essay on (1) the locale of the story, (2) the general characteristics of people in it, or (3) a character sketch of a person in the book. The writing was mostly done in class time and required concentration for everyone. One student wrote up the family in *If I had Four Apples*, with its inefficiency in matters of money. Another student who had become interested in Pearl Buck’s writing from the first phase of work wrote on “The People of China” as based upon *Today and Forever*—saying “I have a better picture of the Chinese people as they really are. . . . They seem to be people in need of understanding and help. They are slow, yet persistent in what they believe to be right; They are superstitious and childlike in their staunch belief in their many ancient customs and conventions. . . . As I see it, the only hope for China is its educated youth and their successful attempts to overcome the protests of conventional elders. . . . China has been bound by customs so long that it would take a long time to reconstruct and modernize her.” These comments were the beginnings of an emphasis on analytical reading.

The exercise above, as it happened, was the foundation for the next area of work. The social studies teacher working with this same English class was planning a study of early America, and wished a reading background for this study. This English

teacher introduced the work, and in tying the English work with the social studies class pointed out that this work, instead of attempting to give a picture of current America, would attempt to picture an earlier America, and the class was to get at important events, characters, social life, and American objectives through fiction and biography. The bibliography included about twenty items of short stories from *American Literature*, *Literature and Life*, and current magazines. There again the reading was carefully selected so that material would not be too difficult or too dull, but interesting. A second bibliography was given each student made up from all historical fiction and interesting biography from 1619-1830 to be found in the High School Library and the town library. In addition to the required reading each student was to read four books, one of which was to be biography. It was frankly a reading course—an attempt to study history through fiction. Many students had read few books of this nature and were a trifle dubious. Concentration on the reading, however, was excellent. The classroom took on the appearance of a reading room in the library. The material again proved interesting for them, and two-thirds of the class went beyond the minimum amount of reading. After the students had finished the required reading, discussions were held. These were grouped around the conditions and problems of colonization, the Revolution, and the opening of the West. Here again the emphasis was upon the light that reading could throw upon information regarding the period. Through reading and discussion the period became alive and broadened understanding. The American people were the focal point again. Because everyone's reading program was different, it was impossible to build up concepts as a group: building concepts became an individual matter. In order for each person to crystallize the concepts he gained from his reading, he was asked to summarize his reading in an essay. The subject was to be his own based upon the main idea or ideas that his reading had created within him, the subject around which his reading had automatically grouped itself—a piece of work that would be based upon his entire reading program and class discussions. Books and episodes from books could be used to illustrate or elaborate upon ideas in the essay. This proved to be a problem of organization of a great deal of information after it had been filtered through the individual's thinking. There were as many subjects as there were students, and the writing showed insight into reading and generalizations. Students developed interests in reading about outstanding American personalities. One student, after reading *Tree of Liberty*, remarked that Jefferson had become a real person instead of a historical character. She selected other reading to center around a study of Jefferson. Below are excerpts from the essays.

"I have always, until recently, considered the Indians cruel, heartless, uncivilized, and a type of savage tribe not good for anything except extermination . . . I now think of them as brave Americans. . . ."

"From my reading I have an understanding of Americanism I never had before. This is probably because of my reading about the lives of the great men who helped build up America . . . For instance there was Hernando Cortez, conqueror of Mexico who risked his life in battle daily when the odds were against him so that he could introduce the natives to the Christian way of living . . . Cortez was a fearless man who believed in and worshiped the living Great God. This probably brought about his startling successes in battle. . . Daniel Boone, like Cortez, had a grim determination to finish what he once started . . . In the story, *The Spy*, I found out what a tremendous sacrifice the real patriot makes. . . ."

"This story (*Franklin Starts His Career in Philadelphia*) gave me encouragement in knowing that even such great men as he had to start at the bottom. . . ."

"The people that came to America were outstanding in their courage and bravery in facing hardships and difficulties, and in going forth until they found what they wanted. This fact is brought out in most incidents in the lives of the early Americans. Since that time, every generation has had this before them and it has served as an inspiration to all generations. . . ."

"Even today there are little sections of people with the same nationalities, holding on to the customs that have been handed down to them by their ancestors since the beginning of America. . . ."

"Fiction with the background of the 17th and 18th century proved to be far more interesting to me than things up-to-date. Perhaps a hundred years from now people will feel the same way about the present time. We may not have any great pilgrims to pass on to them, but we have people just as famous to put in their places, and people who will make interesting characters. . . ."

"We Americans today look to that little group of settlers . . . for the inspiration to 'carry on' . . . Do we actually realize what they went through in establishing this country? We, in 1942, are to learn the full meaning of the phrase, 'carry on.' . . ."

"They gained their liberty through blood, sweat, and tears. This is the American tradition. . . ."

"But out of Columbus' venture came a new world—a world heretofore unknown by civilized man . . . Those people had faith in their religion, and their faith was big enough and strong enough to enable them to do what they did. In this day of hard, surface judgment it is difficult to realize how big this thing really was . . . When news of their success reached conservative Europe along with, in all probability, a few tall tales of the wonders of the new land, all Europe was fully aroused to the possibilities of such a land. From this point on the European countries began their struggle for land in this country which did not cease for years to come, and is now again aroused. So started the immigration to the land of miracles . . . Every single immigrant of them worked and suffered for every minute of freedom they got in return . . . not everyone who came was remembered as a hero. . . . cowards were soon weeded out, and those who were left were pretty well equalized. Is it any wonder that the government of such a people would stress the points of equality and freedom for all? I believe that this government grew in the hearts of those people. . . . There were separations and divisions in the people, but everyone believed strongly in what he thought was right. This unconquerable belief and the character born of life in this country was the revolution. . . ."

"I think early American life was dangerous but exciting. . . ."

"Our nation with its traditions—its past and its present—make up America. . . ."

The work on these essays was done during class periods, and ideas in them had to be arrived at individually. Anyone of the statements above could have been found in references, but they represent students' original thinking based upon interpretation.

The difficulties met in writing these essays led to a study of one's ability to express himself. The emphasis here was upon needs discovered in the essays just written. . . . And conciseness, clarity, and sentence patterns were also found essential to study. In studying the use of the vivid word, the metaphor and simile used in the description of one exercise proved very popular. The class was given "problems"—that is, a list of items to be described through comparison. Following this, the class compiled its own version of "picturesque patter." During free reading periods which followed the study above, students were to look for effective expressions and sentence patterns used by the authors they were reading. This device seemed helpful in studying what makes expression effective. This type of study was new to the class and appealed to the students. For a study of writing that deals with ideas, rather than writing that has as its purpose narration or description, the class studied newspaper columns. Outstanding columnists and selected columns written by them were brought in by the teacher. These were supplemented by materials that students brought in until the reading list included thirty-five articles. These included articles related to current affairs, (Westbrook Pegler, Dorothy Thompson, Pearson and Allen), humorous or clever writing (Katherine Brush), drama, music, and travel. Since this writing was concerned chiefly with ideas, the first step was to read the columns and extract and summarize in individual notes the ideas found in each. Alongside this went an investigation of the kind of writing used to "put across" these ideas—the style of writing. For one or two days the class discussed the subjects of different columns and what had been said about them in other columns. Later

each student picked out sentences that he thought very good—either for their content, i. e. observations about American people and policy, or a sentence that was pithy or well expressed. Throughout this study the columnist was considered for his contribution to and influence upon American thinking. Examples of quotations were:

1. "Americans are incurable optimists."
2. "However full the cupboards are, they can't last indefinitely."
3. "Taxation must be supplemented by savings. Savings are far less painful."
4. "They fought their hopeless cause that the will of America might be steeled." (Soldiers at Bataan)
5. "The essence of great tragedy might be nobility."
6. "Washington hasn't changed. It is just a little more so."
7. "Mr. Roosevelt and Mr. Churchill are the kind of talkers whose words go roaring around the universe."

Incidentally, these sentences made a list of impressive quotations and formed an opportunity for discovering and discussing the relative value of the place occupied by good journalistic writing—since the reading had previously centered around a different kind of writing. At the close of this work students summarized orally their observations of the study. In this activity there was 100 percent participation and the interest was unusually good. As a result of the reading and discussion students became acquainted with columnists' names, the names of their columns, the type of thing they usually wrote about, and most important of all—some of their opinions and observations and what was back of them. This was an introduction to a portion of the present "thinking America." The observation of the class on style of writing proved quite discerning and formed the basis for a consideration of creative writing which completed the year's work.

This type of work required much guidance and initiative on the part of the teacher—even though the students' interest was consistently high. One student, however, commented that one reason for the general class interest was that something was going on all the time and there were not long lapses waiting for a problem "to develop." The students, however, have reached the point now of carrying on more for themselves. The work was individual from start to finish in that it centered around each student's interpretation and impression of what he read, or what the class had discussed. And in problems where thinking was involved the instructor usually had a large part to play in creating situations where a student was obliged to do his own thinking. That was the role of the teacher in the study.

In conclusion here are some final evaluations made by members of the group:

"We studied about people, and, in my opinion, we could study all our lives about people and it would always be interesting. We studied about different types of American people: some arrogant, selfish; others, kind, generous. We studied the lives of people during all the decades of America—from Jamestown to the present."

"I have become more interested in reading. In fact, I've read more this year than any year I can remember."

"I liked best of all the work we have done in learning to form our reading tastes." (This is a concomitant statement—*reading tastes* were not discussed directly at any time this year.)

"Everything we did just shows how much more is yet to be done. It's like

going to a library to find a book and seeing so many you'd like to read, but you can't read at once."

"Incidentally, one finds students getting around to reading things mentioned much earlier this year. The work was tied up enough so that one phase was not studied and then forgotten."

"All in all, it (the year's work) has done a lot to make us think. . . ."

"Through our reading about early Americans we learned things we never would have thought about in an ordinary study."

"My work has been interesting and yet I've learned a lot. Most classes that are as interesting as this do not seem to offer much information."

Tied closely with this work has been vocabulary study. This began early in the year. The English classes in the high school subscribe to *Scholastic*, a weekly magazine. Each issue contains a vocabulary list compiled from the articles appearing in it. The class, after reading the magazine, studied the word list—the emphasis being not upon definition alone but upon the ability to use the words in sentences. One hour of class time each week was devoted to this work. Words were discussed by the students and the teacher—and then each student tried writing them in sentences. These discussions of words proved very helpful—definitions were not enough—connotations, shades of meaning, word combination—anything pertaining to usage. This means students became vocabulary conscious, and began noticing these words in conversation, movies, radio programs, and newspapers. For some time the class worked as a group—but as interest developed and students became adept in handling vocabulary, they were ready for the next step—which was to allow each student to make up his individual vocabulary list from his reading in the *Scholastic*, and so group discussions were discontinued and the hour was given to individual study of word lists compiled from one entire week's reading. One hour a week was set aside for work period—on a day best suiting the week's schedule. A duplicate copy of the word list was given to the teacher a day in advance so that she would know more about helping individual students. During the first part of the vocabulary work period teacher was on call to discuss individually any questions students had about definitions, essays, etc. A little later students had developed sufficiently to compile lists without giving a duplicate copy to the teacher. Throughout the entire year, the word studies were corrected and returned to the students. It was encouraging to note that students made use of these additions to their vocabulary in written and oral work and that they formed the habit of "word curiosity." In evaluating the year's work, this experience received general endorsement. One student said: "The vocabulary study has proved of value to me. I notice that I understand better what I am reading, and when I'm writing I find that I can express myself better in fewer words." Another said, "The work study has helped us increase our vocabulary because we have learned not only what words mean but also how to use them."

The success of the study seemed to lie in (1) keeping it specific—getting vocabulary study out of the realm of generalities, (2) approaching the study through application—making it more lasting, (3) allowing the work to develop along with other class work—taking steps when students were ready for them. This work as that of the whole year, was developmental—not planned in its entirety before the year began but in the main evolving from needs of pupils.

No Meeting of the Southern Association This Year

AN OPEN LETTER FROM PRESIDENT G. D. HUMPHREY

TO MEMBER INSTITUTIONS OF SOUTHERN ASSOCIATION
OF COLLEGES AND SECONDARY SCHOOLS

The Executive Committee of the Southern Association of Colleges and Secondary Schools met at the Redmont Hotel in Birmingham on Saturday, September 25, 1943, with the following members present: President G. D. Humphrey, Mr. M. E. Ligon, Mr. H. B. Heidelberg, Mr. J. R. Robinson, Father Andrew C. Smith, Dr. W. R. Smithey, and Dr. Shelton Phelps. The following members were absent: Mr. W. J. McConnell and Mr. A. J. Geiger.

Because of present war conditions, the Committee voted unanimously against holding the 1943 meeting of the Southern Association of Colleges and Secondary Schools.

The procedure of operation for the Association during 1943-44 will be as follows:

(1) The secondary schools applying for membership in the Association and those that are now members that are re-applying for membership will make their annual written reports to the chairman of the state committee. The state committee will have its meeting and pass on the schools applying or re-applying for membership. Then the committee, through its chairman, will make a definite written report of the action taken to the Executive Committee of the Southern Association for appropriate action at its next meeting. Dr. Frank C. Jenkins, Secretary of the Commission on Secondary Schools, will review the reports of all the secondary schools recommended by the committees for the year 1943-44, for recommendation to the Executive Committee.

(2) The Chairman of the Commission on Institutions of Higher Education will be asked to submit to the Executive Committee for appropriate action a written report, together with supporting data, on the cases of higher institutions suspended, on probation, starved, or applying for membership, with recommendations as to the action that the Executive Committee should take.

(3) The Chairman of the Committee on Negro Institutions will submit to the Executive Committee his annual report with recommendations for approval of negro schools for the session 1943-44.

(4) All member institutions, both secondary and higher, are to pay their regular annual dues for membership in the Association for 1943-44.

(5) It was decided that a sub-committee of the Executive Committee be appointed by the President of the Association for the purpose of studying the history and achievements of the Commission on Curricular Problems and Research, giving particular study to the requests and plans of the Chairman of the Commission for next year's appropriation and work. The committee is to report to the next meeting of the Executive Committee. The President appointed the following committee: Mr. Robinson, Father Smith, and Mr. McConnell.

(6) The regular officers of Commissions and Committees of the Association are to serve until the next regular meeting of the Association, as provided for in the Constitution, which states that officers are to serve until their successors

are elected. In case of death, or, resignation the Executive Committee will fill vacancies on Commissions as recommended by the Chairman of the respective Commissions. All other vacancies will be filled directly by the Executive Committee.

(7) A sub-committee of three (Mr. Robinson, Father Smith, and Dr. Smithey) was appointed to receive the auditor's report.

Dr. Phelps resigned as Secretary-Treasurer of the Association, and Dr. J. R. Robinson of Peabody College was elected as his successor. Dean E. B. Robert of Louisiana State University was elected to succeed Dr. Robinson as a member of the Executive Committee.

It was decided that the Executive Committee would meet again, on call of the President of the Association, near the middle of December.

Sincerely yours,

G. D. HUMPHREY, *President*
Southern Association of Colleges
and Secondary Schools

October, 1943.

Editorial Notes

The Forty-eighth Annual Meeting

The Executive Committee met September 25, and because of war conditions reluctantly decided to cancel the Forty-eighth Annual Meeting of the Association. (See preceding page, this issue of the *QUARTERLY*, for further information.) There will be a special meeting of the Executive Committee, probably December 11, to carry on the regular work of the Association in accordance with the Constitution. Members will pay regular dues for the year, and the business of the Association will go on in orderly fashion. Any one wishing to present matters for the immediate attention of the Association should write at once to President Humphrey or to the new secretary, Registrar J. R. Robinson, George Peabody College for Teachers, Nashville, Tennessee.

(Note.—The meeting of the Executive Committee will be held in Chattanooga, Tennessee, December 10-11. S. J. McCallie is in charge of local arrangements.)

Meetings Held in Connection with the Southern Association: No Meeting of the Conference of Academic Deans of the Southern States

The following announcement is made by request:

"In view of the decision not to hold a 1943 meeting of the Southern Association, the Conference of Academic Deans of the Southern States will not meet. The present officers will retain their positions until the next meeting of the Conference.

Chairman, DEAN C. C. FRENCH,
Randolph-Macon Woman's College
Lynchburg, Virginia,

Vice-chairman, DEAN MARTEN TEN HOOR,
Tulane University
New Orleans, Louisiana,

Secretary-treasurer, DEAN MARTHA S. GRAFTON,
Mary Baldwin College
Staunton, Virginia."

It is understood that the Eleventh Annual Conference of Summer School Directors has also postponed its meeting. We have word also from the Southern Association of Colleges for Women that it will not meet this year, but it will distribute a bulletin to member colleges to be entitled, "Adjustments Made by Colleges for Women to War Problems." Address Dean J. M. Godard, Queens College, Charlotte, North Carolina.

Shelton Phelps, Secretary-Treasurer

Because of retiring as President of Winthrop College and for reasons of health, Shelton Phelps, Secretary-Treasurer of the Association since the spring of 1937, has resigned his office and been succeeded by Registrar J. R. Robinson of Peabody College. The new secretary-treasurer is known favorably to many members of the Association and enters office with the confidence and best wishes of all who know him. The QUARTERLY, however, wishes to express most earnestly regret that Dr. Phelps has felt it necessary to leave the service of the Association. He has at all times been cooperative, fair, and judicial in dealing with members of the Association. His calmness in crisis and willingness to see all sides of a problem have meant much to his co-workers. We shall miss him. We shall miss also the conscientious and efficient work of Miss Bishop, his secretary during his term of office. We hope we shall not miss at our meetings the friendly presence of Mrs. Phelps and Shelton himself. We wish them both long life, good friends, and after a bit of well-earned rest happy employment.

This Issue of the Quarterly and the Next

This issue of the QUARTERLY is devoted to the Third General Report on Work Conferences on Higher Education and a longer report on the Southern Association Study. Both are worthy of the most careful reading by all persons connected with the Southern Association. They appear at an especially opportune time, because the Executive Committee of the Association is now undertaking a study of the work achieved by the Commission on Curricular Problems and Research. Congratulations to Chairman Hoke, Director Jenkins, Secretary Parker, and their colleagues.

The issue of the QUARTERLY for February will contain the minutes of the proceedings of the Executive Committee at its December meeting and such other material as it may order printed. A large part of the issue will be devoted to a description of the war-time activities of the schools, compiled by Secretary Frank C. Jenkins, of the Commission on Secondary Schools.

It will be observed that we have no reports from schools and colleges for the department, "Builders of the Southern Association." The only report for "In Memoriam" appears below. We urge all member-institutions to refer to p. 401 of the August, 1942, QUARTERLY and to p. 547 of the November, 1942, QUARTERLY, and send in at once information for these two departments. We shall be glad to publish them at any time they are received.

In Memoriam

Fred Graves Walker, A.B., Texas, A.M., Chicago, head of the Department of Chemistry and Physics at Sul Ross State Teachers College, Alpine, Texas, died April 14, 1943. He was the oldest member of the faculty at his death, having been employed as one of the original faculty members when the college was established in 1920.

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Published quarterly by the Southern Association of Colleges and Secondary Schools

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THE SOUTHERN ASSOCIATION QUARTERLY is published in February, May, August, and November, for the Southern Association of Colleges and Secondary Schools by the Duke University Press, Durham, N. C. As the official organ of the Association, it contains the proceedings of the annual meeting, together with much additional material directly related to the work of the Association.

The regular subscription price is \$4.00 a year; single numbers \$1.25; back volumes \$5.00 each. All members of the Association, institutional and individual, are entitled to receive THE QUARTERLY gratis in connection with their annual dues. The Association appropriates the amount of \$2.50 per member secondary school, \$5.00 per member junior college and institution on the "Non-member List," and \$7.50 per member college or university from the annual dues for 1937-38 as the subscription price for the ensuing year. A special subscription price of \$2.00 a year is permitted to schools, colleges, and public libraries, and to individuals connected with Southern Association membership institutions. Single copies to libraries, and to teachers, students, and administrators in membership institutions are 75 cents each.

Claims for missing numbers should be made within the month following the regular date of publication. The publishers expect to supply missing numbers free only when the loss has been sustained in transit and when stock will permit.

All editorial communications and manuscripts should be sent to the Editor, SOUTHERN ASSOCIATION QUARTERLY, 104 Page Building, Duke Station, Durham, N. C.

All payments should be made to Duke University Press; and all business communications should be addressed to Executive Secretary, Duke University Press, College Station, Durham, N. C.

Entered as second-class matter at the Postoffice at Durham, North Carolina, April 7, 1937, under the act of March 3, 1879.

Agents in Great Britain: Cambridge University Press, Bentley House, 200 Euston Road London, N.W. 1, England.

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1943

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